MPC

MONTEREY PENINSULA
COLLEGE

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD OF TRUSTEES

REGULAR MEETING
WEDNESDAY, DECEMBER 9, 2015

NEW BUSINESS

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. A

Proposal:
That the Governing Board ratify the addendum to extend the Professional Expert agreement with Dr. Steven L. Crow from December 23, 2015 to December 31, 2015, and that the Governing Board approve the employment agreement with Dr. Crow to serve as the Vice President of Administrative Services from January 1, 2016 through June 30, 2018.

Background:
Following the solicitation of applications, screening, committee and second interviews, forum presentation, and reference checks, it is recommended that Dr. Steven L. Crow be employed as the Vice President of Administrative Services under the terms and conditions of the attached contract.

Dr. Crow is currently employed as a Professional Expert in the area of Administrative Services since September 2015 at Monterey Peninsula Community College District.

Dr. Crow was formerly the Vice President of Business and Financial Affairs of Southwestern Community College District from 2012 through 2015. He served as the Chief Business Officer and was responsible for the Book Store, Risk Management, Business Office, and Facilities. At Southwestern College, Dr. Crow oversaw and managed construction projects for a $389 million bond.

Prior to his employment at Southwestern College, Dr. Crow was the Vice President of Administrative and Information Services at College of the Siskiyous from 2002 through 2012. Serving as the Chief Business Officer, his responsibilities included Safety and Security, Risk Management, Business Office, Technology Services, Facilities, Book Store, Resident Halls, Food Services and the completion of a bond construction project. Dr. Crow also implemented teleconference courses, providing the delivery and technical support for real-time distance education.

Dr. Crow has also been a full-time and adjunct faculty member and guest lecturer at several institutions of higher education.

Dr. Crow possesses a Doctorate of Educational Leadership from the University of California, Davis, a Masters of Education in Educational Leadership from Northern Arizona University, a Bachelor of Arts in Business Management from Prescott College, and an Associate of Applied Science in Computer Information Systems from Yavapai College.

Dr. Crow's initial salary placement is Vice President Row, Step 5 on the administrative salary schedule.

Budgetary Implications:
Included in budget.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board ratify the addendum to extend the Professional Expert agreement with Dr. Steven L. Crow from December 23 to December 31, 2015; and

BE IT FURTHER RESOLVED, that the Governing Board approve the employment agreement with Dr. Steven L. Crow to serve as the Vice President of Administrative Services from January 1, 2016 through June 30, 2018.

Recommended By: _____

Dr. Walter Tribley, Superintendent/President

Prepared By: _____

Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

PROFESSIONAL SERVICES AGREEMENT

This Professional Services Agreement ("Agreement") is made and entered into between the MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT ("MPC") and Steven L. Crow ("Employee").

RECITALS

WHEREAS, MPC currently is in need of the services of Employee to perform special projects as the Superintendent/President may assign;

WHEREAS, Employee warrants and represents that he is specially trained, qualified, experienced and competent to perform as a professional expert the special projects assigned to him by the Superintendent/President;

WHEREAS, MPC has the authority to retain Employee as a temporary employee pursuant to Education Code section 88003; and

WHEREAS, Employee acknowledges that he will be hired as a temporary employee of MPC as defined in Education Code section 88003 and pursuant to 5 California Code of Regulations section 53021 subdivision (c)(7);

NOW, THEREFORE, based upon the Recitals above, the Parties hereby agree as follows:

1. Term. MPC shall employ Employee as a professional expert to serve as a Special Assistant to the Superintendent/President commencing on September 3, 2015 and ending on December 23, 2015, if not terminated earlier as provided in Paragraph 14 herein below.

2. Duties. Employee shall competently and expertly perform services on behalf of MPC as assigned by and to the satisfaction of the Superintendent/President. Employee shall exercise his best effort and judgment in providing services to MPC during the term of this Agreement.

3. Salary. MPC shall pay Employee a salary of Twelve Thousand Seventy-One Dollars ($12,071.00) per month, pro rated based upon 20 work days per month for service during a period of less than one month. Employee's salary shall be processed in accordance with the payroll practices used by MPC for all other employees with deductions made according to legal requirements.

4. Doctoral Stipend. Employee shall receive a doctoral stipend of Two Hundred Forty Dollars ($240.00) per month, pro rated based upon 20 work days per month for service during a period of less than one month.
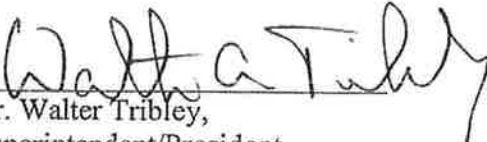
5. Health Benefits. Employee shall receive the same health and welfare benefits provided to all other administrative personnel.

6. Negotiations Stipend. Employee shall receive a 5% stipend per team for serving on MPC's labor negotiating teams. Employee shall be assigned to serve on two MPC labor negotiating teams, for a total stipend of One Thousand Two Hundred and Seven Dollars ($1,207.00) per month, pro rated based upon 20 work days per month for service during a period of less than one month. This stipend shall be paid on a monthly basis, less applicable taxes and deductions.

7. Car Allowance. MPC will provide a Two Hundred Dollar ($200.00) per month car allowance to Employee. The allowance shall be paid on a monthly basis, less applicable taxes and deductions.

8. Personal Expense Allowance. MPC shall provide a Two Hundred Dollar ($200.00) per month "personal expense allowance" to the Employee. As with the salary installments, this amount will be paid 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.

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

10. Cell Phone Allowance. In lieu of any reimbursement for the work-related use of a personal cell phone, MPC shall pay Employee an allowance for the use of his personal cell phone for MPC business at the rate of One Hundred Dollars ($100.00) per month.

11. Living Expenses. Due to the temporary nature of Employee's employment by MPC, MPC shall pay to Employee a stipend of Two Thousand Dollars ($2,000.00) per month to cover all living expenses he may incur while serving in his temporary position at MPC.

12. Vacation. Employee shall accrue 1.833 days of vacation per month during the term of employment for this contract. Vacation may be taken at any time agreeable to both parties.

13. Sick Leave. Employee shall be credited with thirty-two (32) hours of sick leave, which may be used during the term of this agreement. Unused sick leave shall not be compensable upon termination of this Agreement.

14. Termination. District and Employee agree that this Agreement may be terminated by either Party at any time upon written notice thirty (30) days in advance of termination.

15. Non-Assignment. This Agreement may not be assigned by either Party.

16. Classification as Temporary Employee. Employee acknowledges and expressly agrees that his classification is as a temporary employee of MPC and he has no continuing right to employment upon either the expiration or the termination of this Agreement.

17. Management Hours. The parties recognize that the demand of the position will require Employee to average more than eight (8) hours a day and/or more than forty (40) hours per week. The parties agree that Employee shall not be entitled to overtime compensation.

18. Tax/Retirement Issues. The District has made no representations or warranties regarding any tax or retirement consequences of this Agreement. All tax and retirement consequences/liabilities of this Agreement shall be borne exclusively by Employee. Notwithstanding any other provision of this Agreement, the District shall not be liable for any state or federal tax consequences or any retirement consequences of any nature as a result of this Agreement, including any benefits provided to Employee or any designated beneficiary, heirs, administrators, executors, successors or assigns of Employee. Employee agrees to defend, indemnify and hold the District harmless from all related state, federal and employment tax consequences and retirement consequences of this Agreement.

19. Modification of Agreement. The Parties hereby agree that this Agreement may only be modified in writing and any modification must be signed by both Parties.

20. Construction and Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event that either Party brings an action to enforce the terms of this Agreement, the venue for any such action may only be in Monterey County, California.

21. Entire Agreement. This Agreement contains the entire agreement and understanding between the Parties. There are no oral representations, terms or conditions and

neither Party has relied upon any representations, 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.

MONTEREY PENINSULA
COMMUNITY COLLEGE DISTRICT

EMPLOYEE

_____
Dr. Walter Tribley,
Superintendent/President

_____
Steven L. Crow

Dated: ___8/11/15___

Dated: ___August 10, 2015___
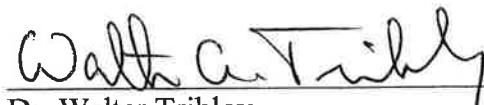
Monterey Peninsula Community College District
Addendum to Professional Services Agreement

This Addendum to Professional Services Agreement ("Addendum") is made this 9th day of December, 2015, by and between the Governing Board of the MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT (the "Board") and STEVEN L. CROW, ("Employee"). This Addendum modifies the Professional Services Agreement executed by the Parties on August 10 and 11, 2015 hereinafter referred to as the "Agreement" as follows:

1. **Term**. The period of employment specified in Paragraph 1 of the Agreement is hereby extended to and shall terminate on the 31st day of December, 2015, subject to the terms and conditions set forth in the Agreement.

2. **No Other Modification**. This Addendum does not modify any other term of the Agreement in any way whatsoever except as explicitly set forth herein.

Dr. Steven L. Crow

Dr. Walter Tribley
Superintendent/President
Monterey Peninsula Community College District

Mr. Rick Johnson
Chair of the Board of Trustees
Governing Board of the Monterey Peninsula
Community College District

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

EMPLOYMENT AGREEMENT

This agreement ("Agreement") is made and entered into by and between the Monterey Peninsula Community College District ("District"), acting by and through its Governing Board ("Board"), and Steven L. Crow ("Vice President").

WITNESSETH

1. **Term of Employment.** Vice President is hereby employed in the position of Vice President of Administrative Services for the period commencing on January 1, 2016 and ending on June 30, 2018 subject to renewal by mutual agreement or earlier termination pursuant to the terms of this Agreement.

2. **Salary.** Vice President's monthly salary shall be $12,071 or annual salary of $144,852 which represents Row, Step 5 on the Administrative Salary Schedule. Vice President's salary shall be payable in twelve (12) approximately equal monthly payments, less applicable taxes and deductions.

3. **Stipends.** Vice President will also receive a stipend equal to 5% of Vice President's salary per District negotiating team(s) as assigned. The stipends shall be payable in twelve (12) approximately equal monthly payments, less applicable taxes and deductions. Vice President will also receive a stipend of $240 per month for an earned doctorate from an accredited institution.

4. **Health Benefits.** Vice President shall receive the same health and welfare benefits provided to all other administrative personnel.

5. **Car Allowance.** District will provide a $200.00 per month car allowance to Vice President. The allowance shall be payable in twelve (12) approximately equal 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.

6. **Personal Expense Allowance and Reimbursement.** The District will provide a $200.00 per month "personal expense allowance" to the 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 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, Vice President shall submit and complete expense claims in writing prior to reimbursement in accordance with the District's policies, rules and regulations.

7.   Cell Phone Allowance. In lieu of any reimbursement for the work-related use of a personal cell phone, the District shall pay 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.

8.   Work Year. The work year for Vice President shall be a twelve month year.

9.   Vacation. Vice President may take up to twenty-two (22) days of vacation during the work year, which 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.

10.   Sick Leave. In addition to any accrued sick leave forwarded from another California public school or community college district under Education Code section 87782, Vice President shall accrue sick leave at the rate of twelve (12) days per contract year.

11.   Other Leave. Per Board Policy 5580, Vice President may also take an additional ten (10) days per year beyond the normal vacation for study, travel, and general professional improvement. Leave under this policy is non-cumulative and must be taken within the year in which it is earned. In no event shall any unused portion of this leave be subject to payment.

12.   Duties/Responsibilities. Vice President shall competently perform all of Vice President's duties in accordance with the job description that will be created based primarily upon the job announcement for this position and district policies; applicable laws, rules, regulations and Board policies; and such other duties as may be assigned by the Superintendent/President. During the term of this Agreement, Vice President may be assigned or reassigned to any duties or positions for which Vice President possesses the minimum qualifications required by law. However, reassignment pursuant to this section of the Agreement, during the term of this Agreement, shall not result in a reduction of compensation or benefits during the term of this Agreement.

13.   Evaluation. The Superintendent/President may evaluate and assess in writing the performance of Vice President at any time, and shall do so at least once a year during the term of this Agreement.

14.   Termination. District and Vice President agree to the following provisions:

A.   <u>Mutual Consent</u>. This Agreement may be terminated at any time by mutual consent of District and Vice President.

B.   <u>Resignation</u>. Vice President may resign at any time by giving sixty (60) days written notice to the Superintendent/President. This Agreement shall terminate on the date the resignation is effective.

C.   <u>Non-renewal of Agreement by District</u>. District may elect not to renew this Agreement for any reason by providing six (6) months written notice to Vice President in accordance with Education Code section 72411.

D.   <u>Termination for Cause</u>. The Board may terminate Vice President for: (1) breach of this Agreement; (2) unsatisfactory performance; (3) unprofessional, immoral or dishonest conduct with regard to Vice President's employment; (4) insubordination; or (5) conviction of offenses as defined in Education Code section 87010, and as defined in Education Code section 87011.

The Board shall not terminate this Agreement pursuant to this paragraph (d) until a written statement of the grounds for termination has first been served upon the Vice President. The Vice President shall then be entitled to a conference with the Board at which time the Vice President shall be given a reasonable opportunity to address the Board's concerns. The Vice President shall have the right to have a representative of his choice at the conference with the Board. The conference with the Board shall be the Vice President's exclusive right to any hearing otherwise required by law.

E.   <u>Disability of Vice President</u>. Upon expiration of Vice President's sick leave entitlement and upon written evaluation by a licensed physician designated by the District indicating the inability of Vice President to perform the essential functions of the position as a result of a physical or mental disability, with or without reasonable accommodation, this Agreement may be immediately terminated by the Board upon written notice to Vice President.

F.   <u>Termination without cause</u>. Notwithstanding any provision in this Agreement, if this Agreement is terminated without cause by the Board, the cash settlement to which the Vice President is entitled shall be an amount equal to his monthly salary multiplied by the number of months remaining in the unexpired term of this Agreement. However, if the unexpired term of the Agreement is greater than eighteen (18) months, the maximum cash settlement shall be an amount equal to his then-current monthly salary, multiplied by eighteen (18).

G.   Termination for Unlawful Fiscal Practices. Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that Vice President has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate Vice President solely upon written notice to Vice President and Vice President shall not be entitled to any compensation of any nature, whether as cash, salary payments, health benefits, or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260, subdivision (b).

H.   Abuse of Office Provisions. In accordance with Government Code section 53243 et. seq., and as a separate contractual obligation, should Vice President receive a paid leave of absence or cash settlement if this Agreement is terminated with or without cause, such paid leave or cash settlement shall be fully reimbursed to the District by Vice President if Vice President is convicted of a crime involving an abuse of office or position. In addition, if the District funds the criminal defense of Vice President against charges involving abuse of office or position and Vice President is then convicted of such charges, Vice President shall fully reimburse the District all funds expended for Vice President's criminal defense.

15.   Tax/Retirement Issues. The District has made no representations or warranties regarding any tax or retirement consequences of this Agreement. All tax and retirement consequences of this Agreement shall be borne exclusively by Vice President. Notwithstanding any other provision of this Agreement, the District shall not be liable for any state or federal tax consequences or any retirement consequences of any nature as a result of this Agreement, including any benefits provided to Vice President or any designated beneficiary, heirs, administrators, executors, successors or assigns of Vice President. Vice President shall assume sole liability for all state and federal tax consequences and all retirement consequences of any nature occurring at any time.

16.   Management Hours. The demands of Vice President's position require more than eight (8) hours a day and/or forty (40) hours per work week. Vice President is not entitled to overtime compensation for hours worked in excess of eight (8) hours per day or forty (40) hours per week.

17.   Application of Board Policy. Unless otherwise specified in this Agreement, Governing Board policies for Management, Supervisory, and Confidential Employees (Series 5500) shall also apply to the Vice President.

18.   Indemnity: The District will, to the maximum extent required by law, defend, indemnify and hold Vice President harmless for any acts or decisions made in good faith while performing services for the District. If the Vice President acted in good faith, in a manner Vice President believed to be in the best interests of the District and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

19. General Terms.

A. _Integration_. This Agreement contains the entire agreement of the parties and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party not contained in this Agreement.

B. _Severability_. If one or more of the provisions of this Agreement are declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

C. _Modification_. No change to the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties.

D. _Construction of Agreement_. This Agreement shall not be construed more strongly in favor or against either party regardless of which party is responsible for its preparation.

E. _Waiver_. No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

F. _Counterparts_. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

G. _Board Approval_. The effectiveness of this Agreement shall be contingent upon approval by District's governing board at a regular meeting in open session as required by law.

H. _Binding Effect_. This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heirs, and assigns.

I. _Execution of Other Documents_. The parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.

J. _Public Record_. The parties recognize that, once final, this Agreement is a public record and must be made available to the public upon request.

In witness thereof, the Monterey Peninsula Community College District of Monterey County, State of California, has caused its name to be signed by its Governing Board

Chair, and its Superintendent/President, both of whom are duly authorized, and Vice President has signed his/her name signifying acceptance of the terms of this agreement.

By: _____   Date: _____
      Mr. Rick Johnson, Chair, Governing Board
      Monterey Peninsula Community College District

By: _Walter A. Tribley_____   Date: _11/24/2015_
      Dr. Walter Tribley, Superintendent/President
      Monterey Peninsula Community College District

By: _____   Date: _11/24/2015_
      Dr. Steven L Crow
      Vice President for Administrative Services

cc: Personnel File

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. B

Proposal:

That the Governing Board review and discuss the 2015-2016 Monthly Financial Report for the period ending October 31, 2015.

Background:

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

Budgetary Implications:

None.

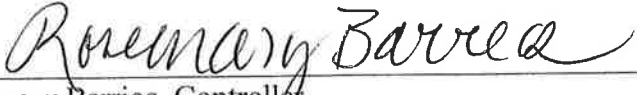☒ **RESOLUTION:** **BE IT RESOLVED,** that the 2015-2016 Monthly Financial Report for the period ending October 31, 2015, be accepted.

Recommended By: _____
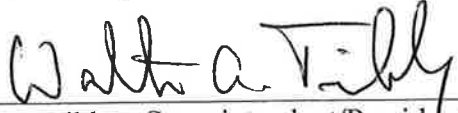
Steven L. Crow, Ed.D., Professional Expert, Administrative Services

Prepared By: _____

Rosemary Barrios, Controller

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

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Monterey Peninsula College

Fiscal Year 2015-16
Financial and Budgetary Report
October 31, 2015

Enclosed please find attached the Summary of All Funds Report for the month ending October 31, 2015 for your review and approval. The financial report is an internal management report submitted to the Board of Trustees to compare actual financial activities to the approved budgets.

Operating Fund net revenue through October 31, 2015 is $10,028,546 which is 19.5% of the operating budget for this fiscal year. Expenditures year-to-date total $15,063,414 which is 47.2% of the operating budget for this fiscal year, for a net difference of - $5,034,868.

The Unrestricted General Fund anticipates in receiving approximately $8M in property tax revenue in December. The District Deferred Revenues will be reversed in November and these numbers will be reflected in the Restricted General Fund Revenue account on the next financial report.

Unrestricted General Fund

Revenues
- October apportionment of $1.7M has been received this month.
- Property taxes received this month $546,356.
- Other local revenue received which includes: enrollment fees, course material fees, and other local revenues totaling $179,939.

Expenditures

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

Unrestricted Child Development Fund

- A transfer between funds from the unrestricted general fund to the child development fund has been completed this month for $50,000. This is the amount that has been budgeted for the district support to the child development program for the 2015-16 FY.

Restricted Child Development Fund

- The revenue in the child development is low because the district has not received its reimbursement from the state. We still anticipate in receiving the full reimbursement of all expenses for the fiscal year.

Self Insurance Fund

- Self Insurance Fund (SIF) expenses are at 39.1% of budgeted expenditures.
- Some funds have been deposited to the SIF this month. Additional funds will be reflected in the November financial report.

Revenue Bond Fund

- A transfer of funds has been completed from the student center fund to the revenue bond fund of $22,100.

Other Fiduciary Funds

- Fiduciary Funds are tracking close to budget.

Cash Balance:

The total cash balance for all funds is $25,630,747 including bond cash of $9,800,793 and $15,829,954 for all other funds. Operating funds cash is $6,374,653. Cash balance in the General Fund is at $5,452,289 for the month ending October 31, 2015. The District receivables are starting to be received which will increase the District cash balance.

Monterey Peninsula Community College
Monthly F   .cial Report
October 31, 2015

Summary of All Funds

Funds	Beginning Fund Balance 07/01/15	Revised Budgets 2015-2016		Ending Fund Balance 6/30/2016	Year to Date Actual 2015-2016			% Actual to Budget		Cash Balance 10/31/2015
		Revenue	Expense		Revenue	Expense	Encumbrances	Rev	Expense	
General - Unrestricted	$3,802,947	$41,684,235	$41,684,235	$3,802,947	8,465,717	12,606,863	7,971,144	20.3%	49.4%	$5,452,289
General - Restricted	0	8,458,381	8,458,381	0	1,318,535	2,094,956	1,035,449	15.6%	37.0%	0
Child Dev - Unrestricted	0	132,508	132,508	0	53,956	50,706	12,160	40.7%	47.4%	-66,509
Child Dev - Restricted	0	422,662	422,662	0	0	147,620	68,083	0.0%	51.0%	0
Student Center	437,044	258,000	258,000	437,044	27,038	23,654	59,911	10.5%	32.4%	467,049
Parking	558,426	484,000	484,000	558,426	163,300	139,615	88,481	33.7%	47.1%	521,824
Subtotal Operating Funds	**$4,798,417**	**$51,439,786**	**$51,439,786**	**$4,798,417**	**$10,028,546**	**$15,063,414**	**$9,235,228**	**19.5%**	**47.2%**	**$6,374,653**
Self Insurance	2,603,459	6,891,882	6,891,882	2,603,459	136,569	2,557,476	136,554	2.0%	39.1%	624,186
Worker Comp	125,046	25,000	60,000	90,046	0	66,307	2,750	0.0%	115.1%	60,055
Other Post Employment Benefits	4,011,612	100,770	0	4,112,382	0	0	0	0.0%	0.0%	4,018,550
Capital Project	378,443	472,898	500,578	350,763	384,103	238,958	96,859	81.2%	67.1%	891,480
Building	9,759,850	20,000	0	9,779,850	0	669	0	0.0%	0.0%	9,800,793
Revenue Bond	22,331	22,100	22,100	22,331	22,100	21,200	900	100.0%	95.9%	23,271
Associated Student	92,451	90,000	90,000	92,451	20,866	17,047	0	23.2%	18.9%	209,031
Financial Aid	17,745	5,400,000	5,400,000	17,745	1,170,383	1,170,383	0	21.7%	21.7%	2,935,967
Scholarship & Loans	272,948	935,000	935,000	272,948	430,276	399,325	0	46.0%	42.7%	236,699
Trust Funds	293,917	744,500	744,500	293,917	310,356	367,652	0	41.7%	49.4%	435,104
Orr Estate	12,302	5,000	5,000	12,302	3,980	7,158	0	79.6%	143.2%	20,958
Total all Funds	**$22,388,521**	**$66,146,936**	**$66,088,846**	**$22,446,611**	**$12,507,178**	**$19,909,590**	**$9,472,292**	**18.9%**	**30.1%**	**$25,630,747**

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. C

Proposal:

That the Governing Board review and accept the attached Quarterly Financial Status Report (Form CCFS 311Q) for the quarter ending, September 30, 2015.

Background:

AB 2910, Chapter 1486, Statutes of 1986, requires that quarterly reports on the financial condition of each community college district be presented to local governing boards for review and acceptance. These reports must also be filed with the Chancellor's Office.

Budgetary Implications:

Steps have been taken to ensure close monitoring of the District's budget. Monthly reports, updates and projections will be provided to the Governing Board.

☒   **RESOLUTION: BE IT RESOLVED,** that the Quarterly Financial Status Report for the quarter Ending September 30, 2015, as presented on form CCFS 311Q, be accepted and made part of the minutes of this meeting.

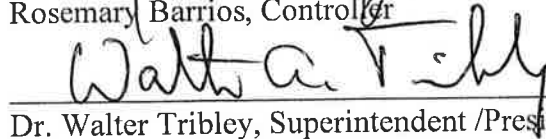**Recommended By:** _____

Steven L. Crow, Ed.D., Professional Expert, Administrative Services

Prepared By: _____

Rosemary Barrios, Controller

Agenda Approval: _____

Dr. Walter Tribley, Superintendent /President

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CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD ∨

Fiscal Year: 2015-2016
Quarter Ended: (Q1) Sep 30, 2015

District: (460) MONTEREY

As of June 30 for the fiscal year specified

Line	Description	Actual 2012-13	Actual 2013-14	Actual 2014-15	Projected 2015-2016
I.	**Unrestricted General Fund Revenue, Expenditure and Fund Balance:**				
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	36,060,096	36,678,285	36,585,802	41,684,235
A.2	Other Financing Sources (Object 8900)	2,055,231	2,545,302	1,400,000	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	38,115,327	39,223,587	37,985,802	41,684,235
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	31,843,285	37,336,399	36,330,317	41,537,635
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	6,963,853	1,896,558	1,328,481	146,600
B.3	Total Unrestricted Expenditures (B.1 + B.2)	38,807,138	39,232,957	37,658,798	41,684,235
C	Revenues Over(Under) Expenditures (A.3 - B.3)	-691,811	-9,370	327,004	0
D	Fund Balance, Beginning	4,586,890	3,895,079	3,885,709	4,212,713
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	4,586,890	3,895,079	3,885,709	4,212,713
E.	Fund Balance, Ending (C. + D.2)	3,895,079	3,885,709	4,212,713	4,212,713
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	10%	9.9%	11.2%	10.1%

II. Annualized Attendance FTES:

Line	Description				
G.1	Annualized FTES (excluding apprentice and non-resident)	6,803	6,659	6,501	6,501

III. Total General Fund Cash Balance (Unrestricted and Restricted)

As of the specified quarter ended for each fiscal year

Line	Description	2012-13	2013-14	2014-15	2015-2016
H.1	Cash, excluding borrowed funds		5,930,618	6,618,868	8,233,177
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1 + H.2)	2,435,069	5,930,618	6,618,868	8,233,177

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	41,684,235	41,684,235	5,777,619	13.9%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	41,684,235	41,684,235	5,777,619	13.9%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	41,537,635	41,537,635	7,586,217	18.3%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	146,600	146,600	0	
J.3	Total Unrestricted Expenditures (J.1 + J.2)	41,684,235	41,684,235	7,586,217	18.2%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	0	0	-1,808,598	
L	Adjusted Fund Balance, Beginning	4,212,713	4,212,713	4,212,713	
L.1	Fund Balance, Ending (C. + L.2)	4,212,713	4,212,713	2,404,115	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	10.1%	10.1%		

V. Has the district settled any employee contracts during this quarter?   **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify)	Management	Academic		Classified
		Permanent	Temporary	

YYYY-YY		Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:									
	Year 1:								
	Year 2:								
	Year 3:								
b. BENEFITS:									
	Year 1:								
	Year 2:								
	Year 3:								

*As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?　　　**NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?　　　This year?　　**YES**
Next year?　　**YES**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

The District went into the 2015-16 Budget Year with a $1.17M structural deficit. The District used one-time state funds to cover this imbalance. The District continues to focus on growth by growing credit FTES, improving efficiencies, improve and enhance enrollment and retention rates, and increase outreach.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

CHANGE THE PERIOD ⌄

Fiscal Year: 2015-2016
Quarter Ended: (Q1) Sep 30, 2015

District: (460) MONTEREY

Your Quarterly Data is Certified for this quarter.

Chief Business Officer		District Contact Person	
CBO Name:	Steven L. Crow	Name:	Rosemary Barrios
CBO Phone:	831-646-4040	Title:	Controller
CBO Signature:			
Date Signed:		Telephone:	831-646-4043
Chief Executive Officer Name:	Dr. Walter Tribley	Fax:	831-645-1315
CEO Signature:			
Date Signed:	12/2/15	E-Mail:	rbarrios@mpc.edu
Electronic Cert Date:	12/01/2015		

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4554
Sacramento, California 95814-6511

Send questions to:
Christine Atalig (916)327-5772 catalig@cccco.edu or Tracy Britten (916)323-6899 tbritten@cccco.edu

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. D

Student Services
College Area

Proposal:
That the Governing Board approve the 2015-2016 Monterey Peninsula College Student Equity Plan dated December 2015.

Background
The intent of the student equity planning process is for colleges to conduct a self-evaluation of their own success in improving successful outcomes for all students. Statutes and regulations require the Student Equity plan establish goals and objectives to address disproportionate impacts, also referred to as achievement gaps, in Access, Course Completion, ESL/Basic Skills Completion, Degree/Certificate Completion, and Transfer.

For 2015-2016, the Chancellor's Office received additional funding for student equity and has required campuses to review existing Student Equity plans and include data analysis on veterans, low income, disability, and foster youth to determine if achievement gaps exist in the areas of Access, Course Completion, ESL/Basic Skills Completion, Degree/Certificate Completion, and Transfer. The updated plan is to include interventions to reduce or eliminate achievement gaps. The updated Plan includes data collected, which was used to determine any achievement gaps. The Plan includes the interventions that were detailed in the 2014-2015 plan along with new activities.

Budgetary Implications:
Monterey Peninsula College is to receive $722,613 in Student Equity funds for the 2015-2016 academic year. These funds are restricted categorical funds.
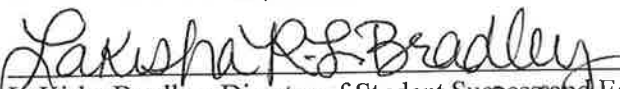
☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approve the 2015-2016 Monterey Peninsula College Student Equity Plan dated December 2015.
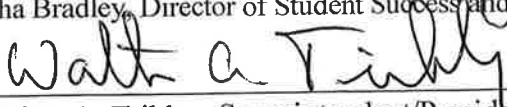
Recommended By: _Laurence E Walker_
Laurence E. Walker, Interim Vice President of Student Services

Prepared By: _LaKisha R S Bradley_
LaKisha Bradley, Director of Student Success and Equity

Agenda Approval: _Walt A Tibly_
Dr. Walter A. Tribley, Superintendent/President

MPC | MONTEREY PENINSULA COLLEGE

Student Equity Plan
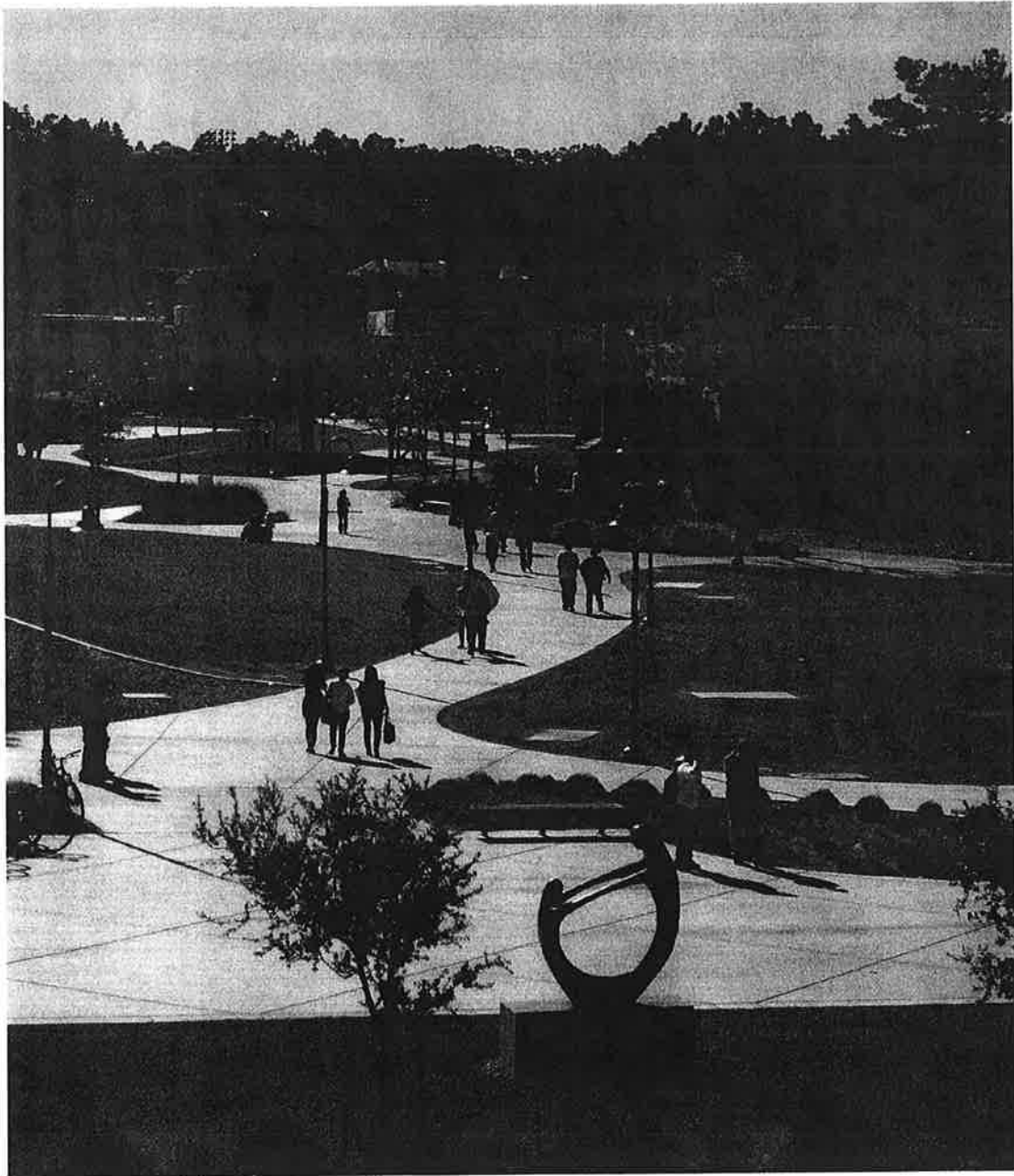
December 2015

MONTEREY PENINSULA COLLEGE STUDENT EQUITY PLAN

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Signature Page

Monterey Peninsula College

Student Equity Plan Signature Page

District: Monterey Peninsula Community   **Board of Trustees Approval Date:**
College
_____   _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

_____   wtribley@mpc.edu
[Signature]   _____
[Dr. Walter Tribley, President/Superintendent]   Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

_____   scrow@mpc.edu
[Signature]   _____
[Mr. Steven Crow, VP of Administrative Services]   Email

_____   _____
[Signature]
[District Chief Business Officer[1]]   Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

_____   lwalker@mpc.edu
[Signature]   _____
[Mr. Laurence E. Walker, VP of Student Services]   Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

_____   kkamath@mpc.edu
[Signature]   _____
[Ms. Kiran Kamath, VP of Academic Affairs]   Email

_____

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]	ahochstaedter@mpc.edu
[Dr. Alfred Hochstaedter, Academic Senate President]	Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]	
[Mr. Kevin Haskin, Classified Union President]	Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]	mmlopez2913@gmail.com
[Ms. Maria Lopez, Associated Student Body President]	Email

[Signature]	lbradley@mpc.edu	(831) 646-4261
[Ms. LaKisha Bradley, Student Equity Coordinator/Contact]	Email	Phone

Executive Summary

Executive Summary

Monterey Peninsula College (MPC) operates three campuses on the Monterey Peninsula: the Monterey campus at 980 Fremont Street in Monterey, which opened in 1965; the Marina Education Center at 289 12th Street in Marina; and the Public Safety Training Center at 2642 Colonel Durham St. in Seaside.

The college has a diverse population of 14,578 students (6450 FTES) that closely reflects the population of the greater Monterey Peninsula Community.

MPC is committed to its mission as an open-access institution that fosters student learning and achievement within its diverse community and provides high quality instructional programs, services, and infrastructure to support the goals of students pursing transfer, career training, basic skills, and lifelong learning opportunities. To that end, MPC strives to
  · Cultivate collaboration to promote student success,
  · Recruit and retain highly qualified faculty and staff,
  · Provide students and staff with clean, accessible, attractive, and safe facilities, and
  · Provide equipment and training sufficient to support student learning and achievement.

Ensuring student equity and fostering a culture of collaboration throughout MPC's programs and services is essential and the Governing Board has established the following as part of the College's 2014-2017 Institutional Goals and Supporting Objectives:

   Goal 1: Help Students achieve their educational goals.
        Objective 1.2: Develop and implement Student Success and Equity Plans.
        Objective 1.4: Provide essential support services for the Marina Education Center and the Seaside Public Safety Center.
        Objective 1.6: Maximize systematic participation in the Instructor and Program Reflections process for continuous quality improvement.

All of which allows the college to ensure equity in its planning. The college is committed to collaborative efforts toward student success that span all areas of campus and allow for interaction between student services and instructional efforts.

As a result of the 2014-2015 review of equity data, the College implemented several support programs designed to address underperforming populations. Amongst these were:

1. Development of the Success in College through Outreach and Resources for Excellence (SCORE+) summer bridge program focused on mathematics and counseling support for students,
2. Increased and centralized support services to veterans student through the Veterans Center opened on campus in Fall 2014,
3. Career and Technical Education (CTE) Articulation Colloquium for local high school and MPC faculty to begin development of articulation agreements between the campuses, and
4. Faculty and Staff training on crisis intervention, suicide prevention and mental health wellness.

This update to the Monterey Peninsula College Student Equity Plan (SEP) began with a review and analysis of data collected by the MPC Office of Institutional Research. Data were collected from a variety of sources including: the California Community Colleges Chancellor's Office's (CCCCO) Management Information System (MIS); 2010 U.S. Census and the U.S. Census Bureau's 2014 American Community Survey; the CCCCO's Data Mart Financial Aid Summary Report, Retention/Success Rate Report, and Basic Skills Progress Tracker; the California Partnership for Achieving Student Success (Cal-PASS) Plus database; and MPC's 2015 Student Success Scorecard.

At this point, we identified the population groups who are achieving at lower than average levels. The Student Equity Committee, a subcommittee derived from the members of the college wide Student Success and Support Program Committee, then reviewed, analyzed, and discussed student equity success data. The committee, whose membership consists of faculty, staff, students, and administrators, subsequently evaluated and identified goals to target each sub-population for whom there is an identified disproportionate impact. Each activity was then prioritized based on attainment of expected outcomes. The completed plan was shared with the councils and committees comprising the College's shared governance structure and updated based on the input from shared governance prior to its submission to the Chancellor's Office.

Target Groups

Using the student equity success indicators identified by the Board of Governors, the Student Equity Planning Committee discussed and analyzed data on Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Each success indicator was analyzed using disaggregated subgroups of gender, ethnicity, former foster youth status, low-income status, individuals with disabilities, and veteran status. The baseline year used for analysis, unless otherwise noted, is 2013-2014.

Disproportionate impact for each metric was evaluated using the Percentage Point Gap methodology which "compares the percent of students in each subgroup who succeed with the percent of all students who succeed in that same outcome." According to this methodology,

disproportionate impact is present when the subgroup is performing at three or more percentage points below the average rate of achievement. The college selected the Percentage Point gap method of analysis for these areas because it allows for the easy identification of the gaps in terms of the number of students impacted.

Analysis of the data indicates that several population groups are experiencing a disproportionate impact and would greatly benefit from several intrusive interventions. The data are summarized below.

1. **Access:** Low Income, White, and individuals with disabilities are enrolling at Monterey Peninsula College at rates that are lower than their population percentage in our local service area. There is also a gap present with the Asian and Black/African American populations that, while not at levels that would indicate a disproportionate impact, may make these two population groups possible targets for intervention and support.

2. **Course Completion:** Current or former foster youth, Native American/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Low-income, and Hispanic/Latino students are completing their credit courses at a lower rate than average. Individuals with disabilities, males, and individuals who identify as more than one race are also completing at rates lower than average, however their gaps in completion do not signify a possible disproportionate impact.

3. **ESL and Basic Skills:** While most ESL population sizes were too small to produce conclusive data, it is the case that low-income students who complete the final ESL basic skills course are completing a degree applicable English course at rates lower than the average. Individuals with disabilities, Black/African American, and Hispanic/Latino students who complete the final English basic skills course are completing a degree applicable English course at a rate lower than average. Males and low income students who begin at basic skills levels are also completing degree applicable levels of English at a lower rate than average, however not at levels that would indicate a disproportionate impact. As was the case with ESL, most math population sizes were too small to produce conclusive data however; white students who take the final math basic skills course are completing degree applicable math courses at lower rates than average. Male students may also be a potential target group since there is also a gap in achievement for this group, however not at levels large enough to confirm a disproportionate impact.

4. **Degree and Certificate Completion:** The College used two sets of data to study this metric. The first set, MIS data on students who have earned 30 or more degree-applicable units, indicates that Hispanic/Latino students are completing degrees and/or certificates at lower rates than the average. This metric also had several population sizes that were too small to produce conclusive data. The second set of data, collected

from the 2015 Scorecard, indicates that students who identify as some other race are completed degrees and/or certificates at lower than average rates. Again, there were several populations for whom the data was suppressed because their population size was too small to be conclusive.

5. **Transfer**: Individuals with disabilities, Black/African American, individuals identified as "some other race", and low income students are transferring at lower rates than average. Additionally, Filipino students have a gap in their transfer rates that, while not large enough to indicate a disproportionate impact, means they may be a possible target population.

This update to the Student Equity Plan outlines several goals designed to "increase student success among our under-performing students" and expected outcomes connected to these goals.

Goals and Outcomes

A. **STUDENT SUCCESS INDICATOR FOR ACCESS** - *"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served."*
   a. **Goal A.1** - Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, Asian, African American, and individuals with disabilities so as to maintain a study body that is reflective of our service area community.
   b. **Goal A.2** - Increase enrollment of low income students by one percentage point and for white students and individuals with disabilities by two percentage points.

B. **STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION** - *"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"*
   a. **Goal B.1** – Increase course completion rates by two percentage points for students who are African American, Native Hawaiian/Pacific Islander, or former foster youth; and by one percentage point for students who are Hispanic/Latino or low-income.
   b. **Goal B.2** – Based upon the data collected, the Student Equity Planning Committee has established a goal to reduce the number of students who are on academic/progress probation and/or dismissal.

C. **STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION** - *"Ratio of the number of students by population group who complete a degree-applicable course after*

having completed the final ESL or basic skills course to the number of those students who complete such a final course"

    a. **Goal C.1** – Increase the completion rate for low income students taking English as a Second Language courses by 2%.

    b. **Goal C.2** – Increase by 2% the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.

    c. **Goal C.3** – Increase the complete rates for white students taking basic skills math courses by 2%.

D. **STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION** - *"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"*

    a. **Goal D.1** – Increase the degree and certificate completion rates for Hispanic/Latino students by 1%.

E. **STUDENT SUCCESS INDICATOR FOR TRANSFER** - *"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"*

    a. **Goal E.1** – Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.

Activities

Monterey Peninsula College intends to use 2015-2016 Student Equity funding to conduct additional research and inquiry so as to further understand the presence and cause of gaps in achievement, to expand existing programs that support populations for whom there is an identified disproportionate impact, and to introduce new, proven interventions to campus in a further effort to decrease gaps in student success. Planned activities include the following:

Research and Inquiry

- Hire a Research Analyst to conduct a variety of inquiry projects so as to better understand why the equity gaps exists in each metric
- Identify the best practices for recruiting low-income students and individuals with disabilities
- Conduct more extensive study to determine if there are disproportionate impacts in the populations for whom data was suppressed

Enhancements to Existing Program Support

Access:

- Develop a comprehensive plan to coordinate outreach activities and to develop outreach materials and marketing efforts
- Increase outreach efforts directed toward low-income students at Seaside and Marina High Schools and to schools and agencies that support individuals with disabilities
- Collaborate and develop relationships with foundations and community organizations that support foster youth and develop a Pre-College outreach program for foster youth.
- Enhance and develop the Student Ambassador program.

Course Completion
- Increase, broaden, and promote tutorial support.
- Further expand the student support workshop series.
- Increase tutorial hours in the TRiO Learning Center

Basic Skills Course Completion
- Coordinate basic skills support efforts across campus.
- Expand the SCORE+ Summer Bridge Program
- Continued support for English as a Second Language students

Degree & Certificate Completion
- Implement a Summer Bridge Program
- Implement the Student Success and Support Program (3SP) activities: Orientation, Assessment, Counseling/Advising, and Follow-Up to At-Risk Students
- Implement a degree audit program to assist students in identifying progress toward their programs of study
- Develop a degree/certificate completion and "How to Get Out" workshop series
- Continue equity efforts detailed in the 2014-2015 Student Equity plan to increase and/or maintain the completion rates for students who are veterans, foster youth, and individuals with disabilities.

Transfer
- Promote the Career/Transfer Resource Center
- Conduct a transfer oriented Summer Bridge Program
- Continue equity efforts detailed in the 2014-2015 Student Equity plan to increase and/or maintain the completion rates for students who are veterans.

New Efforts Toward Achieving Equity
- "Join the Pack" Welcome Day
- New Student Week
- Student STEM Coordinator
- First Year Experience Program

Resources Budgeted
Resources to implement these activities will come from a number of different sources, including funds allocated to:

- Student Equity
- Student Success and Support Program (3SP)
- EOPS
- TRiO
- Basic Skills
- Access Resource Center
- CalWORKs

Additional budget and funding details are provided in the Budget section of this plan.

2015-2016 MPC Student Equity Allocation: $722,613.00

Expenditures

1000	Academic Salaries	$ 200,000
2000	Non Academic Salaries	$ 81,708
3000	Employee Benefits	$ 21,227
4000	Supplies and Materials	$ 350,000
5000	Other Operating Expenditures	$ 254,678

Contact Person

The Director of Student Success and Equity, LaKisha Bradley, serves as the Student Equity Coordinator at Monterey Peninsula College and is the primary contact for this plan. The Director of Student Success and Equity coordinates student equity efforts and reports to the Dean of Student Services. LaKisha can be reached at:

LaKisha Bradley
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940
(831) 626-4290
lbradley@mpc.edu

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

The College recognizes and appreciates that Student Equity cannot be achieved without collaborative efforts and support across campus. As such, all student equity efforts are the result of collaborative dialogues with various parts of the campus and our shared governance committees, including the campus' implementation of Basic Skills Initiative activities. Student Equity efforts have been coordinated with other programs and efforts on campus, such as the Basic Skills Initiative, Student Success and Support Program efforts, EOPS/CARE, ARC, TRiO/SSS, and CalWORKS so as to have the largest impact possible in ensuring that these efforts reach the maximum number of individuals as possible.

This update to the Monterey Peninsula College Student Equity Plan began with a review of data collected and analyzed by our Office of Institutional Research and the Student Success and Equity Office. This information was then presented to the Student Equity Committee who reviewed the data, identified equity goals, and selected and prioritized activities to be included in the 2015-2016 Student Equity Plan.

The Student Equity Committee is an institutional committee with campus wide representation that encourages input from all sections of the Monterey Peninsula College campus and constituencies, allowing for an inclusive and diverse process in developing this plan. Membership on the Student Equity Committee includes the Deans of Student Services, Instruction, and Instructional Planning; the Directors of Student Success and Equity, Institutional Research, Admissions and Records, Student Financial Services, and Information Technology; the Chairs of the Counseling Department and the Basic Skills Committee; the Coordinators for EOPS (also serves as the foster youth liaison), TRiO/SSS, the Access Resource Center (ARC - MPC's program for students with disabilities), and Student Activities; the presidents of the Classified Union and the Associated Students of Monterey Peninsula College (ASMPC); faculty members from the English, Math, English as a Second Language, and the Anatomy-Physiology departments; and the Veterans Certifying Official. Several of these individuals are also members of MPC Shared Governance Committees such as Academic Senate, College Council, the Curriculum Advisory Committee, and the Technology Committee.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Grace Anongchanya-Calima	Coordinator, TRiO/SSS	Student Services - TRiO/SSS
LaKisha Bradley	Director of Student Success and Equity	Student Services - SSSP, Student Equity
John Cristobal	Instructor, Math Department	Instruction
Eileen Crutchfield	Categorical Services Coordinator	Student Services - Veterans Center, Classified Staff
Merry Dennehy	Instructor, English Department; Chair, Basic Skills Committee	Basic Skills
Alethea DeSoto	Chair, Counseling Department	Student Services - Counseling
Nicole Dunne	Director, Admissions and Records	Student Services - Admissions
Heather Faust	Chair of the Life Sciences Division; Instructor, Anatomy/Physiology	Instruction
Laura Franklin	Dean of Instruction	Basic Skills Initiative
Michael Gilmartin	Dean of Instructional Planning	Instruction
Kevin Haskin	Library Division Office Manager	Classified Staff
Molly May	Chair, English as a Second Language Department; Instructor, English as a Second Language/Speech Communication	Instruction
Michael Midkiff	Director of Information Technology	Administrative Services
Maria Lopez	ASMPC President	Associated Student Government
Terria Odom-Wolfer	Coordinator, Access Resource Center	Student Activities - Students with Disabilities
Eric Ogata	Coordinator, EOPS	Student Services - EOPS/CARE, CalWORKs, Foster Youth
Julie Osborne	Student Activities Coordinator	Student Services - Student Activities, Classified Staff
Rosaleen Ryan	Director of Institutional Research	Research
Francisco Tostado	Director, Student Financial Services	Student Services - Financial Aid
Laurence E. Walker	Dean/VP of Student Services	Student Services

Should we include Shared Governance Committee Membership in the Organization, Program, Role Represented column?

Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The College elected to compare the percentage of each population group enrolled to the percentage of each population group in the service area, using the percentage point gap methodology and 2013-2014 as the baseline year. Multiple sources were used to obtain access data including the college's Management Information Systems (MIS) database, the California Community Colleges Chancellor's Office (CCCCO) MIS Data Mart, Cal-PASS Plus, and the 2010 U.S. Census.

Target Population(s) (Includes all MPC students, including students enrolled in contract courses)	# of your college's total enrollment in Fall 14 – Spr 15	% of your college's total enrollment (proportion)	% of adult population within the community served	Gain or loss in proportion
ETHNICITY				
American Indian / Alaska Native	82	0%	0%	0
Asian	1,609	8%	10%	-2
Black or African American	803	4%	5%	-1
Hispanic or Latino	7,116	36%	28%	+8
Native Hawaiian or other Pacific Islander	183	1%	1%	0
White	8,848	45%	50%	**-5**
Some other race	0	0%	0%	0
More than one race	894	5%	4%	+1
Total of 8 cells above (Orange cells should = 100%)		100%	100%	
GENDER				
Males	9,744	48%	50%	0
Females	10,293	51%	50%	0
Unknown	307	1%	0%	+1
Total of 3 cells above **(Orange cells should = 100%)**		100%	100%	
SPECIAL POPULATIONS				
Current or former foster youth	520	4%	2%	+2

Individuals with disabilities	811	4%	7%	**-3**
Low-income students	4,267	27%	49%	**-22**
Veterans	980	5%	4%	+1

Data sources and methodology:

Race/Ethnicity: College data from MIS Referential files; Community data from U.S. Census 2010

Gender: College data from MIS Referential files; Community data from U.S. Census 2010

Disability status: College data from MIS Referential files; Community data imputed from U.S. Census Bureau, 2014 American Community Survey, 1-year estimates, adult population 18-64 years

Low-income students: College data from CCCCO Datamart, Financial Aid Summary Report, 2013-14; Community data based on percent of students who receive free or reduced price meals during 2013-14 from public school districts in service area (MPUSD, PGUSD, and CUSD).

Foster Youth: College data from Cal-PASS Plus for 2013-14; Community data imputed from cumulative first entries into Foster Care in Monterey county from July 1998 through June 2014 (California Child Welfare Indicators Project, University of California at Berkeley) and total child population in 2014 (2010-2015 - CA Dept. of Finance: 2010-2060 - Pop. Projections by Race/Ethnicity, Detailed Age, & Gender.

Veteran status: College data from MIS Referential files; Community data imputed from U.S. Census Bureau, 2014 American Community Survey, 1-year estimates, adult population 18-64 years

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multi-ply	3 The number of students we currently serve	=	4 Number of Potential Students "Lost"
Largest Gap	Low income	22%	.22	x	4,267	=	939
Second Largest	White	5%	.05	x	8,848	=	442
Third Largest	Students with Disabilities	3%	.03	x	811	=	24

Analysis:

As the table above shows, the Monterey Peninsula College student community very closely resembles the ethnic composition of our services area. The largest percentage gap for access is for low-income students, followed by white students, and then by individuals with disabilities. There are access gaps for students who are Asian and for students who are African American, however those gaps are not large enough to signify a disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

- *Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, and individuals with disabilities.*

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Low-Income Students	-22, 2013-2014	decrease gap by 1%	2019
White	-5, 2013-2014	decrease gap by 2%	2019
Individuals with Disabilities	-3, 2013-2014	Decrease gap by 2%	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS
A.1
Develop a comprehensive plan to coordinate outreach activities and to develop outreach materials and marketing efforts.

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.1	Low-Income	
A.1	White	
A.1	Individuals with Disabilities	

- **Activity Implementation Plan**

The existing Student Services Outreach Committee will meet to create a coordinated master calendar of events. A new, Categorical Services Coordinator has been hired who will focus on outreach to local area schools and community agencies. The Categorical Services Coordinator will collaborate with the Outreach Coordinator (?) in Student Financial Services as a team approach to conducting outreach efforts. Outreach efforts will focus on community agencies and organizations that support low income individuals and/or individuals with disabilities to connect the potential students to the resources and support available at the college.

The Student Services Outreach Committee will also develop brochures/pamphlets what else? and other informational marketing materials to be distributed at outreach events and to local schools and community agencies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 - Spring 2016		

- **Link to Goal**

A defined outreach plan and specifically targeted outreach materials and efforts will allow us to tailor our outreach efforts to ensure that we are reaching the community agencies that provide service and support to individuals who match the population groups who are enrolling in classes at MPC in lower rates than they are represented in our surround community.

- **Evaluation**

Data on enrollment numbers will continue to be collected on a term basis. The comparison of this data with our community demographics will be evaluated on an annual basis, at the start of each Fall semester.

A.2

Identify the best practices to recruit low-income students and individuals with disabilities.

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical		Curriculum/Course Development or		Direct Student Support

	Program		Adaptation		
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2	Low-Income	
A.2	Individuals with Disabilities	

- **Activity Implementation Plan**

The Categorical Services Coordinator, Outreach and the Student Financial Services Outreach Coordinator will collaborate with the EOPS Coordinator, the Access Resource Center (ARC) Coordinator, and the Director of Student Success and Equity to determine best practices for recruiting low income students and individuals with disabilities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015- Spring 2014		

- **Link to Goal**

Identification of the best outreach and recruitment practices for targeted populations will allow us to use those tools to reach out to those populations and encourage them to continue their educations at MPC.

- **Evaluation**

Information collected as part of this activity will be a list of best practices and the materials required to implement each practice.   The ultimate evaluation will be an annual count to determine whether or not enrollment for each targeted group has increased. This will occur through the collection of enrollment data that is currently collected each term and will be evaluated on an annual basis each Fall semester.

A.3

Conduct outreach activities in the District's service area to include increased outreach to low-income students at Seaside and Marina High Schools and to schools and agencies that support individuals with disabilities.

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities

Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation		Professional Development		

- **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2	Low-Income	
A.2	Individuals with Disabilities	

- **Activity Implementation Plan**

This year, the college hired a Categorical Services Coordinator who will focus on outreach efforts. To strengthen the college's partnership with local area high schools, the Categorical Services Coordinator for Outreach has been and will continue to conduct class visits, community presentations, and on site tabling at high schools in our service area. Additionally the Categorical Services Coordinator for Outreach will attend information sessions at adult education facilities, family resource centers, and other community agencies. Several staff members (especially the Categorical Services Coordinators and Counselors) will attend local meetings with community boards, parent/teacher groups, and ELAC to share information with meeting attendees about the options and resources available at the college. The Categorical Services Coordinator will focus on outreach efforts to low-income populations and reaching out to the programs at each location that support low income students.

The Categorical Services Coordinator for Outreach collaborates with EOPS and Student Financial Services outreach staff to conduct outreach presentations at community events and organizations.

The Access Resource Center (ARC), MPC's program that supports students with disabilities, has several outreach efforts to market ARC services to potential students. ARC has made presentations at local high schools, collaborated with other programs - both on and off campus - to promote the services and support available to students with disabilities. Additionally, ARC has and will continue to arrange tours of the Monterey Peninsula College campus for high school Special Education classes and has developed a set of brochures and outreach materials targeted toward students eligible for their program and services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
	Fall 2015- Spring 2014		

- **Link to Goal**

  Seaside and Marina high schools are located in the communities that house the largest populations of low income households on the Monterey Peninsula. Targeted outreach toward low income students at these schools should ensure that we are reaching the targeted student populations.

- **Evaluation**

  Data on enrollment numbers will continue to be collected on a term basis. The comparison of this data with our community demographics will be evaluated on an annual basis, at the start of each Fall semester.

A.4

Collaborate and develop relationships with foundations and community organizations that support foster youth and develop a Pre-College outreach program for foster youth.

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

A.4	Foster Youth	

- **Activity Implementation Plan**

  The EOPS Coordinator serves as the Foster Youth liaison and has established   Categorical Services Coordinator, Outreach

ID	Timeline(s)	Student Equity Funds	Other Funds**
	Fall 2015- Spring 2014		

- **Link to Goal**

  Targeted outreach efforts at community agencies that support foster youth should ensure that we are reaching the population, informing them of the opportunities and support available at MPC, and easing the transition to college.

- **Evaluation**

  Data on enrollment numbers will continue to be collected on a term basis. This data will be compared to our service area community demographics and evaluated on an annual basis, at the start of each Fall semester.

A.5

Enhance and develop the Student Ambassador program.

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Low-Income	
A.2	Individuals with Disabilities	

- **Activity Implementation Plan**

  This activity would be a collaborative effort with Student Activities, EOPS (?), and the Student Success and Support Program to enhance the existing student ambassador program. Current MPC students would serve as student ambassadors, representing the college to prospective students. Student ambassadors will give tours of the campus, attend and speak at the new student orientations, assist at special events, and reach out to prospective students in person and via telephone, email, and social media. Collaborate with student government and invite them to orientation sessions. Ambassadors would receive leadership and communication skills training throughout their participation in the program. Should we include a mentoring component too?

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015- Spring 2014		

- *Link to Goal*

  A well-formed student ambassador program will allow for current student to share their experience with potential students and begin connections between potential new students and current students. It will allow potential students to begin building relationships with others and personalize their connection to MPC. This increased connection to the students at MPC can motivate a potential student to enroll at the college.

- *Evaluation*

  The Student Ambassador program would be linked to one of our existing student services programs and would be evaluated as part of the existing program review process on campus. Each Student Services Program conducts an annual program reflection to assess and evaluate progress toward the attainment of program objectives and progress toward program identified Student Learning/Service Area Outcomes. Additionally, every six years each program undergoes a more comprehensive Program Review process that evaluates the overall effectiveness of the program.

  The Ambassador program itself, will be evaluated annually, in part using qualitative and quantitative data collected through surveys of visiting students who interact with the student ambassadors. Further evaluation will also include information gathered at student ambassador meetings, and evaluations/survey input from the student ambassadors. Surveys and evaluations of the ambassadors would be conducted at the end of each semester. The data collected would be reviewed and evaluated on an annual basis.

A.6

Develop a "Join the Pack" Welcome/Preview Day for potential students.

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning			Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		X	Direct Student Support
	Research and Evaluation		Professional Development			

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.4	Low-Income	
A.4	Individuals with Disabilities	

A.4	White	

● **Activity Implementation Plan**

All potential students will be welcome to attend the Welcome/Preview Day, an extensive overview of the MPC campus, programs, and services – including a resource and information fair. Invitations will be provided for all juniors and seniors at our feeder high schools. Preview Day will include tours of the campus to include labs and shops, opportunities to meet with faculty and current students to learn more about academics and student life. There will be workshops on scholarships and financial aid and presentations/performances from various departments on campus (ex. theater, dance, and music department performances, creative arts displays.) Would we allow students to participate in mock classes? Would athletes be able to speak with coaches? Should we have opportunities to take assessments? Attendees will be able to meet with instructors, talk to current students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Fall 2015- Spring 2014	$10,000.00	

● **Link to Goal**

The MPC Preview Day will provide an opportunity for potential students to learn more about the college and to speak first hand with various members of the campus community. It will also serve as a recruitment tool to share information about the offerings and support available at the college.

● **Evaluation**

Preview Day will be evaluated at the end of the event. Surveys of staff, current students, and potential students and their families will be collected throughout the day and evaluated. Success will be determined based upon this feedback and on enrollment numbers for the following term.

Success Indicator: Course Completion

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. **COURSE COMPLETION.**   The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The college used the "Percentage Point Gap" methodology to review this success indicator. This method "compares the percent of students in each subgroup who succeed with the percent of all students who succeed in that same outcome." According to the Percentage Point Gap methodology, a disproportionate impact is evident when there is a -3 percentage point gap or greater.

In the table below, all course grades for the 2013-2014 academic year were queried, with the total number of grades used as the denominator and passing grades used as the numerators. Pass rates were calculated for each sub-population in courses where students earned a grade of A, B, C, or credit.

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ❺ (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	# of credit course enrollments at Census in Fa 13 - Spr 14	# of credit enrollments with grades of A, B, C, or credit (P)	% of courses passed (earned A, B, C, or credit) out of the credit enrollments	Total (all student average) pass rate*	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	244	149	61%	73%	-12
Asian	3,940	3,051	77%	73%	+4
Black or African American	2,210	1,435	65%	73%	-8
Hispanic or Latino	16,156	10,861	67%	73%	-4
Native Hawaiian or other Pacific Islander	500	328	66%	73%	-7
White	18,352	14,296	78%	73%	+5
Some other race	1,535	1,223	80%	73%	+13
More than one race	2,420	1,749	72%	73%	-1
All Students			*		
GENDER					
Males	21,616	15,617	72%	73%	-1
Females	23,398	17,206	74%	73%	+1

Unknown	343	269	78%	73%	+5
SPECIAL POPULATIONS					
Current or former foster youth	*310*	*165*	*53%*	*71%*	*-18*
Individuals with disabilities	3,734	2,662	71%	73%	-2
Low-income students	22,967	15,570	68%	73%	-5
Veterans	2229	1663	75%	73%	+2

Note: Numbers reflect enrollments for each subgroup, not unduplicated headcount
Data sources and methodology:

  Race/Ethnicity and *Gender: CCCCO Datamart, Retention/Success Rate Report, Fall 2013 - Spring 2014*
  Disability status: MIS Referential files, Fall 2013 - Spring 2014
  Low-income: MIS Referential files, Fall 2013 - Spring 2014
  *Foster Youth: **MIS Referential files, Fall 2014 - Spring 2015 (data not available for Fall 2013 - Spring 2014)***
  Veteran status: From where was this data collected?

Equity Gap	Student Group	1. Gap in comparison to the Average, Expressed as Percentage	2. Percentage expressed as decimal 25% becomes .25	Multiply	3. the # of courses students enrolled in & were present in on census day in base year	=	4. Number of Enrollments "Lost"
Largest Gap	Foster Youth	18%	.18	x	310	=	56
Second Largest	American Indian/Alaskan Native	12%	.12	x	244	=	29
Third Largest	Black/African American	8%	.08	x	2,210	=	177

Academic Progress/Disqualification was queried based upon student academic standing. To determine the presence of any possible disproportionate impacts, the average of students in good academic standing for each sub-population was compared to the average of students in good academic standing for the total 2013-2014 student population. The data for foster youth in this category was unavailable. There are concerns about data that were collected identifying foster youth during the 2013-2014 year. Foster Youth data is collected from responses submitted on the Application for Admission. The data from 2013-2014 indicates that the majority of the enrolled foster youth were all students in the Police Academy. We believe this is an error and opted to use data collected from the 2014-2015 academic for the foster youth population.

CAMPUS-BASED RESEARCH: ACADEMIC/PROGRESS PROBATION AND DISQUALIFICATION

Rate	Denominator	Numerator
Rate of Probation/ Dismissal	The # of students who have attempted at least 12 units.	The number of students out of ❺ (the denominator) who are in good academic standing.

Target Population(s)	# of students Fa13-Spr14 who attempted at least 12 units	# of students in good academic standing	% of students in good academic standing	Overall good standing rate*	Comparison to the overall rate
ETHNICITY					
American Indian / Alaska Native	88	83	94%	93%	+1
Asian	1303	1211	93%	93%	0
Black or African American	606	527	87%	93%	**-6**
Hispanic or Latino	4338	3832	88%	93%	**-5**
Native Hawaiian/ Pacific Islander	147	130	88%	93%	**-5**
White	7401	7062	95%	93%	+2
Some other race	776	749	96%	93%	+3
More than one race	499	444	89%	93%	**-4**
All Students	15,158	14,038	*		
GENDER					
Males	7958	7371	93%	93%	0
Females	7064	6538	93%	93%	0
Unknown	136	129	95%	93%	+2
SPECIAL POPULATIONS					
Current/ former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	732	644	88%	93%	-5
Low-income students	3902	3279	84%	93%	**-9**
Veterans	844	812	96%	93%	+3

Data sources and methodology:
> _Race/Ethnicity_ and _Gender_: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1)
> _Disability status_: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1)
> _Low-income:_ MIS Referential files, Fall 2013 - Spring 2014 (SB22=1; Any award in SFAW140)
> _Foster Youth_: **data not available for Fall 2013 - Spring 2014**
> _Veteran status_: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1)

Ask Rosaleen why we didn't use 2014-2015 for foster youth in this table as well.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of students who attempted at least 12 units	Number of Students "Lost"

					x		=	
Largest Gap	Low income	9%		.09	x	3902	=	351
Second Largest	African American	6%		.06	x	606	=	36
Third Largest - tie	Latino	5%		.05	x	4338	=	217
Third Largest - tie	Native Haw/ PacIsl	5%		.05	x	147	=	7
Third Largest - tie	Indiv. with Disability	5%		.05	x	732	=	37

Analysis:

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL 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.*

- *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 probation and/or dismissal.*

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-14, 2014*	*Gap no > -6*	*2020*
Black/African American	-8, 2013-2014	decrease the gap by 2%	2019
Hispanic/Latino	-4, 2013-2014	decrease the gap by 1%	2019
Native Hawaiian/Pacific Islander	-7, 2013-2014	decrease the gap by 2%	2019
Low-Income	-5, 2013-204	decrease the gap by 1%	2019
Foster Youth	-18, 2014-2015	decrease the gap by 2%	2019

These are the populations that show disproportionate impacts in both completion and rates of good academic standing.

ACTIVITIES: B. COURSE COMPLETION
B.1
Increase, broaden, and promote tutorial support.

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	Black/African American	46
B.1	Hispanic/Latino	125
B.1	Native Hawaiian/Pacific Islander	12
B.1	Low-Income	277
B.1	Foster Youth	6

● *Activity Implementation Plan*

This activity begins with increased promotion of the campus tutorial centers: the English and Study Skills Center (ESSC), the Math Learning Center (MLC), and the TRiO Learning Center (TLC). The TRiO Learning Center will increase tutorial support by providing tutorial during the summer term for TRiO/SSS and EOPS students. Additionally, a Student STEM Coordinator position is being developed so as to conduct outreach to target populations and to provide embedded tutoring and instructional support services to students in STEM courses. These services will include field trip and lectures. The STEM Coordinator will also meet with MESA coordinators at neighboring colleges to learn and reproduce best practices.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016 - Spring 2019	$43,560.00	

● *Link to Goal*

The intent is to make certain that students are aware of all of the existing tutorial support centers available on campus. Individual student usage of tutorial support should improve their completion rates. Increasing and/or extending the existing tutorial support hours should provide more opportunities for students to make use of these resources.

● *Evaluation*

Data collected will be numbers and hours of tutorial support received by students and an annual evaluation of student completion rates.

B.2

Further expand the student support workshop series.

● *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning			Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation			Direct Student Support
	Research and Evaluation		Professional Development			

- **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
B.2	Black/African American	46
B.2	Hispanic/Latino	125
B.2	Native Hawaiian/Pacific Islander	12
B.2	Low-Income	277
B.2	Foster Youth	6

- **Activity Implementation Plan**

Student Services programs will collaborate amongst their programs and with instruction to increase the Student Success Workshops available to students. This includes enhancing or introducing workshops on

- study skills,
- time management,
- education planning,
- career counseling,
- active listening,
- getting the most out of lectures,
- setting goals,
- taking effective notes,
- reading to answer questions,
- academic/progress probation workshops to review how students get on probation, what services and support can help, and what they can do to get off of probation
- reducing and overcoming test anxiety,
- learning strategies,
- maximizing your college experience,
- overcoming procrastination,
- setting and accomplishing realistic goals,
- stress management,
- study tips,
- success strategies, and
- ARC Workshops on accommodations, assistive technology, and other topics to support ARC students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016 - Spring 2019		

- **Link to Goal**

    A comprehensive student success workshop series will help to develop student success skills and to inform students about the tools, resources, and skills available to help them succeed.

- **Evaluation**

    Evaluations will be conducted at the end of each workshop to determine students' impressions of the material presented. Additionally, there will be a review of course completion data to determine whether or not there have been any increases in completion rates amongst students who are participating in the workshop series.

B.3
Further expand the book lending libraries in EOPS and TRiO/SSS and the books on reserve in the Library for basic skills level courses.

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Low-Income	200
B.2	Foster Youth	100

- **Activity Implementation Plan**
  Purchase high demand and/or high cost textbooks to add to the EOPS and TRiO/SSS lending libraries.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Fall 2015 - Spring 2016	$54,000.00	

- **Link to Goal**
  Increasing the books available in these lending libraries will allow students greater access to textbooks. Ready access to books will help prevent students from falling behind in class by reducing the number of students who are unable to complete assigned coursework because they were unable to purchase or access the required texts.

- **Evaluation**
  Each program and its services are currently and will continue to be evaluated through the college's existing program review process. Each Student Services Program conducts an annual program reflection to assess and evaluate progress toward the attainment of program objectives and progress toward program identified Student Learning/Service Area Outcomes. Additionally, every six years each program undergoes a more comprehensive Program Review process that evaluates the overall effectiveness of the program.

B.4
Create book lending libraries in the Access Resource Center (ARC) and the Veterans Center.

● *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.2	Students with Disabilities	100
B.2	Veterans	100

● *Activity Implementation Plan*

Purchase high demand and/or high cost textbooks to develop an ARC and a Veterans Center book lending library. Each library will be administered by the program staff.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	Fall 2015 - Spring 2016	$46,800.00	

● *Link to Goal*

Increasing the books available in these lending libraries will allow students greater access to textbooks. Ready access to books will help prevent students from falling behind in class by reducing the number of students who are unable to complete assigned coursework because they were unable to purchase or access the required texts.

● *Evaluation*

Each program and its services are currently and will continue to be evaluated through the college's existing program review process. Each Student Services Program conducts an annual program reflection to assess and evaluate progress toward the attainment of program objectives and progress toward program identified Student Learning/Service Area Outcomes. Additionally, every six years each program undergoes a more comprehensive Program Review process that evaluates the overall effectiveness of the program.

B.5

Develop a First Year Experience program that has a summer bridge component.

● *Activity Type(s)*

	Outreach		Student Equity		Instructional

		Coordination/ Planning		Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Hispanic/Latino	
	Low-Income Students	

- **Activity Implementation Plan**

  The College will develop a First Year Experience (FYE) Program with cohorts serving the targeted student populations: low-income, foster youth, African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students. Students in the First Year Experience program will receive early group advising and enroll in English, math, Personal development (10 and/or **50?**) courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
	Summer 2016 - Summer 2019	$149,878.00	

- **Link to Goal**

  The First Year Experience (FYE) Program will serve to connect students to the campus and available resources and each other, forming a community that will increase individual odds of success. Students will have higher completion and persistence rates from Fall to Spring and from one academic year to the next. Students will also successfully complete courses at a higher rate than the general population of first time students within their first two semesters of college. Fewer of the students who have participated in the FYE will end up on academic/progress probation and/or dismissal, when compared to the College average.

- **Evaluation**

  Annual course completion data for FYE participants will be evaluated and compared to the general averages. Additionally, we will conduct a web based survey to assess student experiences, participation, and satisfaction.

B.6

Success Indicator: ESL and Basic Skills Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ❺ (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL course with an A, B, C or credit (ENSL 110)	# of students out of ❺ that complete a degree app. course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	Suppressed	Suppressed	NA	NA	NA
Asian	Suppressed	Suppressed	NA	NA	NA
Black or African American	Suppressed	Suppressed	NA	NA	NA
Hispanic or Latino	Suppressed	Suppressed	NA	NA	NA
Native Haw. or other Pac Isl.	Suppressed	Suppressed	NA	NA	NA
White	Suppressed	Suppressed	NA	NA	NA
Some other race	Suppressed	Suppressed	NA	NA	NA
More than one race	Suppressed	Suppressed	NA	NA	NA
All Students	18	10	*		
GENDER					
Males	Suppressed	Suppressed	NA	NA	NA
Females	14	10	71%	56%	+15
Unknown					
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	xx	xx	xx
Individuals with disabilities	Suppressed	Suppressed	NA	NA	NA
Low-income students (BOG recipients)	10	5	50%	56%	-6
Veterans	Suppressed	Suppressed	NA	NA	NA

Data sources and methodology:
Race/Ethnicity: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
Gender: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Disability status: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
Low-income: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015, BOG recipients
Foster Youth: **Data not available for Fall 2013 - Spring 2014**
Veteran status: MIS Referential files, Fall 2013 - Spring 2015

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multi-ply	3 The # of students who complete a final basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	Low-Income	6%	.06	x	10	=	1
Second Largest							
Third Largest							

Target Population(s)	The # of students who complete a final Eng. basic skills course with an A, B, C or credit (ENGL 111)	The number of students out of ❺ that complete a degree- appl. course with an A, B, C, or P/CR	The rate of progress to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	Suppressed	Suppressed	NA	NA	NA
Asian	17	14	82%	73%	+9
Black or African American	11	7	64%	73%	**-9**
Hispanic or Latino	123	86	70%	73%	**-3**
Native Haw or other Pac Isl	Suppressed	Suppressed	NA	NA	NA
White	98	74	76%	73%	+3
Some other race	Suppressed	Suppressed	NA	NA	NA
More than one race	28	22	79%	73%	+6
All Students	289	210	*		
GENDER					
Males	131	93	71%	73%	**-2**
Females	158	118	75%	73%	+2
Unknown	NA	NA	NA	NA	NA
SPECIAL POPULATIONS					
Current/ former foster youth	xx	xx	xx	xx	xx
Individuals with disabilities	19	12	63%	73%	**-10**
Low-income students	173	125	72%	73%	**-1**

(BOG recipients)					
Veterans	Suppressed	Suppressed	NA	NA	NA

Data sources and methodology:

Race/Ethnicity: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
Gender: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
Disability status: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
Low-income: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015, BOG recipients
Foster Youth: **Data not available for Fall 2013 - Spring 2014**
Veteran status: MIS Referential files, Fall 2013 - Spring 2015

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	Students w/ Disabilities	10%	.10	x	19	=	2
Second Largest	AfrAmer	9%	.09	x	11	=	1
Third Largest	Latino	3%	.03	x	123	=	4

Target Population(s)	The # of students who complete a final Math basic skills course with an A, B, C or credit (MATH 261)	The number of students out of ❺ that complete a degree-appl. course (MATH 263) with an A, B, C, or P/CR	The rate of progress to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
American Ind / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	Suppressed	Suppressed	N/A	N/A	N/A
Black or African American	Suppressed	Suppressed	N/A	N/A	N/A
Hispanic or Latino	61	42	69%	66%	+3
Native Haw or other Pac Isl	Suppressed	Suppressed	N/A	N/A	N/A
White	31	18	58%	66%	**-8**
Some other race	Suppressed	Suppressed	N/A	N/A	N/A
More than one race	Suppressed	Suppressed	N/A	N/A	N/A
All Students	116	77	*		
GENDER					
Males	56	36	64%	66%	-2
Females	60	41	68%	66%	+2
Unknown	N/A	N/A	N/A	N/A	N/A

SPECIAL POPULATIONS					
Current/ former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	Suppressed	Suppressed	N/A	N/A	N/A
Low-income students **(BOG recipients)**	87	57	66%	66%	0
Veterans	xx	xx	N/A	N/A	N/A

Data sources and methodology:

    Race/Ethnicity: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
    Gender: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
    Disability status: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015
    Low-income: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015, BOG recipients
    Foster Youth: **Data not available for Fall 2013 - Spring 2014**
    Veteran status: **Data not available for Fall 2013 - Spring 2014**

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multi-ply	3 The # of students who complete a final basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	White	8%	.08	x	31	=	2
Second Largest							
Third Largest							

Analysis:

Low-income students who complete the final basic skills ESL course are completing a degree applicable English course at a lower rate than the average. Individuals with disabilities, African American, and Hispanic/Latino students who complete the final English basic skills course are completing a degree applicable English course at a lower rate than average. White students who complete the final level basic skills Math course are completing a degree applicable math course at a lower rate than average. There are gaps – not large enough to indicate a disproportionate impact – present for both males and low-income students in English completion and for males in Math completion.

For several of the populations queried in this metric, student numbers were low (fewer than 10) and the data were suppressed because the sample size was too small to make a determination as to whether or not there is an actual disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.
- *Increase the completion rate for low income students taking English as a Second Language courses.*
- *Increase the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.*
- *Increase the completion rates for white students taking basic skills math courses.*

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-7, 2014*	*No gap*	*2020*
Low-Income	-6, 2013-2015	No gap	2019
Individuals with Disabilities	-10, 2013-2015	No gap	2019
Black/African American	-9, 2013-2015	No gap	2019
Hispanic/Latino	-3, 2013-2015	No gap	2019
White	-8, 2013-2015	No gap	2019

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION
C.1
Conduct more extensive study to determine if there are disproportionate impacts in the populations for whom data were suppressed.

- *Activity Type(s)*

	Outreach	X	Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1	Low-Income	
C.1	Individuals with Disabilities	
C.1	Black/African American	
C.1	Hispanic/Latino	

C.1	White	

● **Activity Implementation Plan**

The Director for Student Success and Equity will work with the Director of Institutional Research to determine what other data sources can be used to evaluate the basic skills completion rates for students. Additionally, the College will hire a Research Analyst to focus on Student Equity data.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016-Spring 2019	$29,287.50	

● **Link to Goal**

Being able to conduct further queries into the completion rates will allow the College to better understand student completion rates and to determine whether or not other populations are experiencing a disproportionate impact. The hiring of an additional Research Analyst will allow for further focused research related to student equity and achievement.

● **Evaluation**

The success of this activity will be indicated by the identification of alternate data to determine completion rates for the population groups where the data was suppressed in this study.

C.2

Coordinate basic skills support efforts with other programs and initiatives, including the Basic Skills Initiative, EOPS, TRiO, the English and Study Skills Center (ESSC), the Math Learning Center (MLC), and the Student Success and Support Program.

● **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Low-Income	
C.1	Individuals with Disabilities	

C.1	Black/African American	
C.1	Hispanic/Latino	
C.1	White	

• Activity Implementation Plan

Promote the College Success workshops and services available on campus. Work with the Basic Skills Initiative committee to evaluate and provide intervention activities. Work with the ESSC to develop and present a workshop series for graduating high school seniors on completing the essay portion of the English assessment. Referrals to instructional specialists in the MLC and ESSC. Supplemental instruction in summer math courses. Basic skills counselor presentations in classes to inform students about available services. Embedded counseling support. On Course training for staff.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Fall 2016 - Spring 2017	$98,560	

• Link to Goal

Continued collaboration with the Basic Skills Initiative, other student services programs, and instruction will allow for the development of a comprehensive support effort to ensure successful completion and progression for students beginning in basic skills level courses. The On Course training for staff will provide staff with training and increase skills to incorporate principles and practices that will help students with achieving academic success, completion, and persistence.

• Evaluation

Each of the components that are provided by a specific program will be evaluated during that program's Program Reflections and Program Review cycles.

C.3

Expand the Score+ Summer Bridge program.

• Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
C.3	Low Income	50 each summer

• *Activity Implementation Plan*

The Score+ program, first offered during Summer 2015, is a summer bridge program focused on mathematics with counseling and campus resource components. This program worked with a cohort of students who assessed into basic math (Math 351: Pre-Algebra) and met the criteria of EOPS support. The two week program met daily for with both a math learning session and a counseling support session, for a total of six hours each day. For the next year, the program will be expanded to offer two sessions, one for students who assessed into Math 351 and another for students who assessed into Math 261: Beginning Algebra. Each cohort will consist of 25 students.

Because many of the population groups were too small for us to make a determination as to whether or not they are experiencing a disproportionate impact, our efforts to support student success in basic skills math will not be limited to white students. We will continue to also target low-income students, individuals with disabilities and foster youth.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Summer	$99,800	

• *Link to Goal*

The Score+ program eliminates barriers to student success in Mathematics by strengthening students' skills and building their confidence. This skill development and improved confidence levels will increase completion rates in mathematics courses.

• *Evaluation*

Evaluation of the program includes a review of the number of students who complete the two-week bridge program and a review of the number of students who, after completion of SCORE+, successfully pass the challenge exam that would allow them to progress to the next level course in the MPC math sequence. Additionally, Score+ students are monitored during their first year at MPC to track their completion rates and academic progress.

C.4

Continue to provide support for English as a Second Language students.

• *Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or		Curriculum/Course	X	Direct Student Support

other Categorical Program		Development or Adaptation		
Research and Evaluation		Professional Development		

● **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
C.4	Low-Income	

● **Activity Implementation Plan**

Further develop and expand the services that began last year and target English as a Second Language (ENSL) students:

- new and continuing student orientations, Schedule Building and Educational Planning workshops, and registration events that are specifically for ENSL students
- case management model to support ENSL students with a designated counselor for ENSL students, follow up support, and collaboration with ENSL faculty all providing intrusive support

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Summer 2016 - Summer 2019		Noncredit 3SP - $102,150

● **Link to Goal**

English as a Second Language students will have a singular point of contact for all of their support needs and direct guidance on what they need to do in order to complete the English as a Second Language courses. This will increase their confidence and understanding of the process, thereby increasing their completion rates.

● **Evaluation**

Success in this activity will be evaluating using student enrollment, completion, retention, and progression rates through the English as a Second Language coursework. Data will be evaluated on an annual basis.

Success Indicator: Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ❺ (the denominator) that earned 30 or more degree-applicable units locally within two years.

Target Population(s)	# of first-time students in Fall 2013 with the goal of obtaining a cert or degree	The number of students out of ❺ who earned 30+ degree-appl units by Sp 15.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
Amer Indian / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	54	18	33%	23%	+10
Black or African American	39	10	26%	23%	+3
Hispanic or Latino	387	78	20%	23%	-3
Native Hawaiian/Pac Islander	11	Suppressed	N/A	N/A	N/A
White	299	76	25%	23%	+2
Some other race	32	Suppressed	N/A	N/A	N/A
More than one race	41	14	34%	23%	+11
All Students			*		
GENDER					
Males	462	106	23%	23%	0
Females	395	94	24%	23%	+1
Unknown	Suppressed	Suppressed	N/A	N/A	N/A
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	xx	xx	xx
Individuals with disabilities	11	Suppressed	N/A	N/A	N/A
Low-income students	433	133	31%	23%	+8
Veterans	43	Suppressed	N/A	N/A	N/A

Data sources and methodology:

Race/Ethnicity: MIS Referential files, Fall 2013 (SB14=A,C,E; SB15=1); tracked through Spring 2015 (SB16>=30)

Gender: MIS Referential files, Fall 2013 (SB14=A,C,E; SB15=1); tracked through Spring 2015 (SB16>=30)

Disability status: MIS Referential files, Fall 2013 (SB14=A,C,E; SB15=1); tracked through Spring 2015 (SB16>=30)

Low-income: MIS Referential files, Fall 2013 (SB14=A,C,E; SB15=1); tracked through Spring 2015 (SB16>=30)

Foster Youth: **Data not available for Fall 2013 - Spring 2014**
Veteran status: *MIS Referential files, Fall 2013 (SB14=A,C,E; SB15=1); tracked through Spring 2015 (SB16>=30)*

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of first-time students who enrolled in Fa 13 and named certificates and degrees as their matriculation goal	=	4 Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	Hispanic /Latino	3%	.03	x	387	=	12
Second Largest				x		=	
Third Largest				x		=	

The college evaluated two sets of data to query the degree and certificate completion rates of students. The first set, in the table above, uses MIS referential data from the 2013-2015 baseline year and identifies the number of students who have earned 30 or more degree-applicable units as an indicator of degree and certificate completion. The second table below uses data from the Scorecard, and shows transfer outcomes for a 2008-2009 cohort.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ❺ (the denominator) who earn a degree or certificate after one or more years.

Target Population(s)	# of students who complete a 12+ units and have attempted transfer level math or English.	The number of students out of ❺ who earned a degree or certificate within 6 years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
Amer Indian / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	57	16	28%	21%	+7
Filipino	31	Suppressed	N/A	N/A	N/A

Black or African American	53	10	19%	21%	-2
Hispanic or Latino	193	43	22%	21%	+1
Native Hawaiian/Pac Islander	22	Suppressed	N/A	N/A	N/A
White	328	66	20%	21%	-1
Some other race	79	14	18%	21%	-3
More than one race	N/A	N/A	N/A	N/A	N/A
All Students	766	159	*		
GENDER					
Males	376	70	19%	21%	-2
Females	390	89	23%	21%	+2
Unknown	N/A	N/A	N/A	N/A	N/A
SPECIAL POPULATIONS					
Current or former foster youth	XX	XX	N/A	N/A	N/A
Individuals with disabilities	68	Suppressed	N/A	N/A	N/A
Low-income students	452	105	23%	21%	+2
Veterans	XX	XX	N/A	N/A	N/A

Data sources and methodology:

Race/Ethnicity: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Gender: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Disability status: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Low-income: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Foster Youth: **Data not collected for 2008-2009 cohort**

Veteran status: **Data not collected for 2008-2009 cohort**

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multi ply	# of students who complete a 12+ units and have attempted transfer level math or English.	=	Number of Students "Lost"
Largest Gap	Some Other Race	3%	.03	x	79	=	2
Second Largest							
Third Largest			:	x		=	

Analysis:

Hispanic/Latino students are completing 30+ degree applicable units at a lower rate than the average. Students who identify as some other race are earning a degree or certificate at a lower rate than the average. Males and white students are also obtaining a degree or

certificate at a lower rate than average, however not at levels low enough to indicate a disproportionate impact.

For several of the populations queried in this metric, student numbers were low and the data were suppressed because the sample size was too small to make a determination as to whether or not there is an actual disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.
- *Increase the degree and certificate completion rates for Hispanic/Latino students and students who identify as some other race.* How would we market to the "some other race" students? Is it through SIS and sending them an invite? Do we only focus on Hispanic/Latino because the other group is only 2 students? If so, would we do the same for other metrics too? Or do we focus on the ones with the fewer number of students because that has a larger chance of closing the gap?
- *Continue to provide support and activities to populations who's 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.*

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*
Hispanic/Latino	-3, 2013-204	Reduce Gap by 2%	2019
Veterans	N/A		
Foster Youth	N/A		
Individuals with Disabilities	N/A		

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1
Implement the Student Success and Support Program (3SP) activities: Orientation, Assessment, Counseling/Advising, and Follow-Up to At-Risk Students.

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected

D.2	Hispanic/Latino	7
	Veterans	
	Foster Youth	
	Individuals with Disabilities	

● **Activity Implementation Plan**

Continue to provide and promote new student Orientations, Schedule Building Workshops, Math/English/English as a Second Language Assessments, and Follow-Up Services to At-Risk Students. Evaluate each 3SP activity to identify the most effective methods of delivering services and support services to students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.	2015-2019		SSSP/3SP - $1,597,914

● **Link to Goal**

Students are more likely to succeed when they have a clear understanding of the pathways toward accomplishing their goals. With counseling/advising and follow-up services, students will be connected to additional support resources to help them to stay on track and successfully complete their programs.

● **Evaluation**

Data on students served through 3SP is evaluated annually. Evaluations of each component will be conducted at the end of each session and reviewed annually. Additionally, 3SP will participate in the College's Student Services Program Review cycle that includes program reflections, action plans, and a program self-study evaluation.

D.2

Implement a degree audit program to assist students in identifying progress toward their programs of study.

● **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	Professional Development	

● **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students

		Affected
D.2	Hispanic/Latino	7
D.2	Veterans	
D.2	Foster Youth	
D.2	Individuals with Disabilities	

- **Activity Implementation Plan**

The Dean of Student Services, the Dean of Instruction, and the Matriculation/Articulation Technician will identify a degree audit program to be implemented. This program will be web based to allow students access through their student portal and will allow students to monitor their progress toward certificate and/or degree completion. Students will be able to view all of their degree information, view only their remaining requirements, to view only their completed requirements. Additionally they will be able to run degree checks that apply to their current major or a potential major. The degree audit will clearly outline for students their remaining academic requirements.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016-Spring 2019		

- **Link to Goal**

This will make it easier for students to monitor their progression toward identified goals and to clearly identify which courses they have completed toward the attainment of any certificate or degree program offered at the college. They will be able to more easily identify the courses they need to take to reach their goal and to the time remaining for them to reach their academic goals.

- **Evaluation**

The evaluation of this activity will be based upon completed implementation of the degree audit program.

D.3

Conduct more extensive study to determine if there are disproportionate impacts in the populations for whom data were suppressed.

- **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

X	Research and Evaluation		Professional Development		

• **Target Student Group(s)** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.3	Hispanic/Latino	7
	Veterans	
	Foster Youth	
	Individuals with Disabilities	

• **Activity Implementation Plan**

The Director for Student Success and Equity will work with the Director of Institutional Research to determine what other data sources can be used to evaluate the basic skills completion rates for students.   If necessary, hire a Research Analyst to focus on Student Equity data.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Spring 2016-Spring 2019	$29,287.50	

• **Link to Goal**

Being able to conduct further queries into the completion rates will allow us to better understand student completion rates and to determine whether or not other populations are experiencing a disproportionate impact.

• **Evaluation**

The success if this activity will the identification of alternate data to determine completion rates for whom the data was suppressed in this study.

D.4

Develop a degree/certificate completion and a "How to Get Out/Move Forward" workshop series.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.4	Hispanic/Latino	7
	Veterans	
	Foster Youth	
	Individuals with Disabilities	

- **Activity Implementation Plan**

Develop a workshop for students explaining the requirements and process for completing a degree, petitioning for graduation, and transferring to a four year college/university.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	Spring 2015		

- **Link to Goal**

This workshop will inform students about the requirements for completing a program of study at the college and introduce to them the options for continuing their education.

- **Evaluation**

Evaluations will be conducted at the end of each workshop to determine students' impressions of the material presented. Additionally, there will be a review of degree/certificate completion data to determine whether or not there have been any increases in completion rates amongst students who are participating in the workshop series.

D.5

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain completion rates of students who are veterans.

- **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected

D.5	Hispanic/Latino	7
D.5	Veterans	
D.5	Foster Youth	
D.5	Individuals with Disabilities	

● **Activity Implementation Plan**

Assign regular counseling services to be housed in the Veterans Center. Increase training for all members of the campus community that includes workshops on Crisis Intervention, Suicide Prevention, and Mental Health and Wellness training for faculty, staff, and students. Provide professional development workshops for Faculty and staff on working with veterans. Develop a Veterans on Campus Peer Program. Develop a Monthly Veterans Support Group. Implement a Boots to Books Program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.5	Spring 2016		

● **Link to Goal**

Increase outreach and information to veterans to provide one stop support services to them that will provide the additional support resources necessary to help them remain in school.

● **Evaluation**

Data on veteran students' completion rates will be evaluated annually. Additionally, we will review whether there have been increases in veteran student participation in activities on campus and surveys of veterans on their impression about services being offered.

D.6

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain completion rates of students who are former Foster Youth.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.6	Foster Youth	

● *Activity Implementation Plan*
Increase counseling services in EOPS.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.6	Spring 2016		

- *Link to Goal*
  The EOPS Coordinator is the liaison for Foster Youth on the Monterey Peninsula College campus. Most, if not all, foster youth are eligible for EOPS services. Increased counseling support in EOPS will provide greater opportunity for foster youth to meet with counselors who can answer their questions and guide them through the process of completing their educations and moving forward with their goals.

- *Evaluation*
  These efforts will be evaluated as part of the EOPS program's annual Program Reflections and Program Review efforts. Additionally, the completion rates of foster youth will be reviewed and analyzed each fall by the Director of Instructional Research and the Director of Student Success and Equity.

D.7
Continue equity efforts detailed in the 2014-2015 plan to increase/maintain completion rates of individuals with disabilities.

- *Activity Type(s)*

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.7	Individuals with Disabilities	

- *Activity Implementation Plan*

Increase counseling services in the Access Resource Center (ARC). Enhance proactive counseling methods. Continue with regular drop-in counseling hours and monitoring for early alert and student progress.

ID	Timeline(s)	Student Equity Funds	Other Funds**

- *Link to Goal*

  Increased and enhanced counseling support in ARC will provide greater opportunity for students with disabilities to meet with counselors who can answer their questions and guide them through the process of completing their educations and moving forward with their goals.

- *Evaluation*

  These efforts will be evaluated as part of the EOPS program's annual Program Reflections and Program Review efforts. Additionally, the completion rates of foster youth will be reviewed an analyzed each fall by the Director of Instructional Research and the Director of Student Success and Equity.

D.8

Implement a Summer Bridge Program (would this be separate from the FYE?)

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected	
D.1			

- *Activity Implementation Plan*

Students will receive academic and personal success support.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1			

- ***Link to Goal***
  Students will feel a connection to the campus and to other students that will increase their individual odds of success. Additionally students will develop and become part of an community that will support them throughout their time at the College. This will help facilitate students' transition to college life and improve their performance, completion, and persistence rates.

- ***Evaluation***
  Annual course completion data for summer bridge participants will be evaluated and compared to the general averages. Additionally, we will conduct a web based survey to assess student experiences, participation, and satisfaction.

Transfer

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

CAMPUS-BASED RESEARCH: TRANSFER

E. **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ❺ (the denominator) who actually transfer or achieve transfer prepared status after one or more years.

Target Population(s)	# of students who complete a 12+ units and have attempted transfer level math or English.	The number of students out of ❺ who actually transfer or become transfer prepared within 6 years.	Transfer/ Transfer prepared rate	Total (all student average) transfer rate	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	57	38	66%	44%	+22
Filipino	31	13	42%	44%	-2
Black or African American	53	18	34%	44%	**-10**
Hispanic or Latino	193	88	46%	44%	+2
Native Hawaiian/Pacific Islander	22	Suppressed	N/A	N/A	N/A
White	328	144	44%	44%	0
Some other race	79	28	35%	44%	**-9**
More than one race	xx	xx	N/A	N/A	N/A
All Students			*		
GENDER					
Males	376	160	43%	44%	-1
Females	390	175	45%	44%	+1
Unknown	Suppressed	Suppressed	N/A	N/A	N/A
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	68	21	31%	44%	**-13**
Low-income students	452	179	40%	44%	-4
Veterans	xx	xx	N/A	N/A	N/A

Data sources and methodology:

> Race/Ethnicity: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared
> Gender: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared
> Disability status: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared
> Low-income: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared
> Foster Youth: Data not collected for 2008-2009 cohort

Veteran status: Data not collected for 2008-2009 cohort

Equity Gap	Student Group	1. Gap in comparison to the Average, Expressed as Percentage	2. Percentage expressed as decimal	Multiply	3. # of students who complete a 12+ units and have attempted transfer level math or English.		4. Number of Students
Largest Gap	Individual with Disabilities	13%	.13	x	68	=	9
Second Largest	African American	10%	.10	x	53	=	5
Third Largest	Some other race	9%	.09	x	79	=	7

Analysis:

Individuals with disabilities, African American, students who identify as some other race, and low-income students are all transferring at rates lower than the average. There is also a gap for Filipino students that is not sufficient in size to indicate a disproportionate impact.

For several of the populations queried in this metric, student numbers were low and the data were suppressed because the sample size was too small to make a determination as to whether or not there is an actual disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.
- *Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.*
- *Continue to provide activities to increase the transfer rate for students for whom the data were suppressed or non-existant.*

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-4, 2014	No gap	2020
Individuals w/ Disabilities	-13, 2008-2009	Decrease gap 2%	2019
Black/African American	-10, 2008-2009	Decrease gap 2%	2019
Some Other Race	-9, 2008-2009	Decrease gap2%	2019
Low-Income	-4, 2008-2009	Decrease gap 2%	2019

ACTIVITIES: E. TRANSFER
E.1
Promote the Career/Transfer Resource Center.

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1	Individuals w/ Disabilities	2
E.1	Black/African American	1
E.1	Some Other Race	1
E.1	Low-Income	11

- *Activity Implementation Plan*

  Make presentations in Ethnic Studies classes and at the Black Student Union club meetings. Provide student transfer announcements in the student portal. Increase the number and

67

variety of college representatives and their visits to the CTRC. Develop college application workshops. Implement virtual transfer advising. Expand visits to and from local colleges and universities. Increase CTRC workshop offerings. Greater marketing of CTRC services. Provide CTRC notices through the student portal. Increase ARC counseling and services to assist students with transferring.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015 - Spring 2016		

- **Link to Goal**
Promotion of the Career/Transfer Center and its services will promote access to higher education and degree attainment. This will help to facilitate the successful transfer of students and provides a centralized source for all information and communication related to college transfers. Students will also be able to meet with representatives from visiting four year campuses to learn more about the options available at those colleges/universities and information on the pathway for transferring.

- **Evaluation**
The Career/Transfer Resource Center (CTRC) and its services are evaluated through the College's Student Services Program Review cycle that includes annual program reflections and action plans, and an extensive program self-study evaluation every six years.

E.2
Conduct a transfer oriented summer bridge program.

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	Individuals w/ Disabilities	2
E.2	Black/African American	1
E.2	Some Other Race	1
E.2	Low-Income	11

• **Activity Implementation Plan**

	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Summer 2016		

• **Link to Goal**

Students will have a connection to the campus and to other students that will increase individual odds of success. Additionally students will develop and become part of an community that will support them throughout their time at the College. This will help facilitate students' transition to college life and improve their performance, completion, and persistence rates.

• **Evaluation**

Annual course completion data for summer bridge participants will be evaluated and compared to the general averages. Additionally, we will conduct a web based survey to assess student experiences, participation, and satisfaction.

E.3

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain the transfer rate for Veteran students.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
E.3	Individuals w/ Disabilities	2
	Black/African American	1
	Some Other Race	1
	Low-Income	11

• **Activity Implementation Plan**

Develop pathways for the transition of veterans to transfer institutions. Crisis intervention training: "Warning signs of students in crisis", suicide prevention and mental health and wellness training for faculty, staff, and students. Training for staff and faculty on working with veterans. Develop a veterans campus peer program. Begin a monthly veterans support group. Continue with the Boots to Books program. Put resources and visits from other agencies that support veterans in the veterans center.

	Timeline(s)	Student Equity Funds	Other Funds**

● **Link to Goal**

Increased information and support to students in order to keep them informed about and connected to transfer information and available resources.

● **Evaluation**

Data on veteran students' transfer rates will be evaluated annually. Additionally, we can review whether there have been increases in veteran student participation in activities on campus and surveys of veterans on their impression about services being offered.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS
F.1
Promote the Personal Development (PERS) 50: Making College Count course.
- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B. 2		

- **Activity Implementation Plan**

  Increase promotion and marketing of the PERS 50 course. Flyers and promotion of the PERS 50 course on the MPC website. Counselors and other staff will also share information about the course with students.

ID	Timeline(s)	Student Equity Funds	Other Funds**

- **Link to Goal**

  Student Success courses have been shown to improve completion and graduation rates. The PERS 50 course covers skills and techniques to assist students in evaluating their personal learning styles and identification of their values and goals; developing their time management, stress management, and successful study skills; increasing their assertiveness; and to support them to make successful use of campus resources and services.

- **Evaluation**

  Evaluation of this activity will include data review of the number of students enrolling and completing the PERS 50 course combined with an analysis of their course completion, basic skills completion (where applicable), degree/certificate completion, and transfer rates. Increases in completion rates for students who complete the PERS 50 course will indicate success with this activity. Additionally, a review of the PERS 50 course evaluations to determine whether or not students who have completed this course feel that it has been of benefit to them.

F.2

Increase counseling support in programs that serve low-income, foster youth, veterans, and individuals with disabilities.

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected

F.2	Low-Income	
F.2	Foster Youth	
F.2	Veterans	
F.2	Individuals with Disabilities	

• *Activity Implementation Plan*

Hire adjunct counselors to increase counseling availability in EOPS, ARC, TRiO, and in the Veterans Center. The EOPS counselor will also provide counseling services for students who are foster youth.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016- Spring 2019	$200,000	

• *Link to Goal*

Increase counseling support will ensure that students are able to meet with counselors to develop their education plans and to ensure that they receive the support needed to stay on track for completing their academic goals.

• *Evaluation*

Each student services program participates in the campus wide Program Review process and these positions and services will be evaluated as part of that process. Adjunct counselors will participate in the standard counselor review process and will be evaluated once every three years.

F.3

Examine the feasibility of establishing a Welcome Center.

• *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support

	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3		

- **Activity Implementation Plan**

Discussions with several areas of campus to determine what facilities and equipment are currently available, what would be the function of and services available in the Welcome Center, and to identify the design of the space. These discussions would also need to include looking at a timeline for the development of the Welcome Center and the campus wide approvals that would be necessary for the creation of the Center.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Spring 2016- Spring 2019		

- **Link to Goal**

The Welcome Center would provide a dedicated space to assist incoming and current students with navigating the colleges infrastructure and to increase their sense of belonging at the College. Additionally, the Welcome Center would allow for a computerized Assessment Center, classroom space for conducting the Student Success Workshop Series and professional development trainings for staff and faculty, and a general computer lab space.

- **Evaluation**

The Welcome Center and it's services would be evaluated as part of the College's standard Program Review process.

Summary Budget

SUMMARY BUDGET

The budget of $722,613.00 in Student Equity Funds outlined in this section includes costs that are allowable, reasonable and necessary for carrying out the program goals and objectives and is in compliance the mandates set forth in the Student Equity Plan. The budget's main expense is personnel supporting orientation, assessment, counseling/advising/other educational planning, follow-up services, and coordination. Instructional support and student support activities are also included in the Student Equity plan to enhance services in categorical programs that directly support English as Second Language students, low-income student, students with disabilities, foster youth, and veterans. The budget includes key full-time staff assigned to support the various program services and activities as well as part-time staff to enhance instructional support and student development. The budget adequately supports student success by offering comprehensive instructional and educational enrichment services to assist the Student Equity Plan goals and objectives. All tasks are accomplished through careful use of project and college staff, coordinated facility use, and cost-effective budget planning.

Activities identified in this plan are funded through several sources including:

- Student Equity,
- Student Success and Support Program (3SP),
- EOPS,
- TRiO,
- Basic Skills Initiative,
- Access Resource Center, and
- CalWORKs.

2015-2016 Student Equity Proposed Budget

Category	Allocation
Outreach	$ 13,678
Other Student Services & Categoricals	$ 200,000
Research and Evaluation	$ 58,575
Student Equity Coordination and Planning	$ 42,000
Curriculum/Course Development and Adaptation	$ 80,000

Professional Development	$ 29,000
Instructional Support	$ 148,560
Direct Student Support	$ 150,800
Total	$722,613.00

2015-16 Student Equity Plan Summary Budget
Monterey Peninsula Community College
Monterey Peninsula College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**											
	Counselor - Adjunct (EOPS)	10.00		$ -	$ 21,696	$ -	$ -	$ -		$ -	$ -	21,696
	Counselor - Adjunct (TRiO)	20.00		$ -	$ 43,392	$ -	$ -	$ -	$ -	$ -	$ -	43,392
	Counselor - Adjunct (Veterans)	20.00		$ -	$ 43,392	$ -	$ -	$ -	$ -	$ -	$ -	43,392
	Counselor - Adjunct (EOPS - Foster Youth)	10.00		$ -	$ 21,696	$ -	$ -	$ -	$ -	$ -	$ -	21,696
	Counselor - Adjunct (ARC)	20.00		$ -	$ 43,392	$ -	$ -	$ -	$ -	$ -	$ -	43,392
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Subtotal			$ -	$ 173,568	$ -	$ -	$ -	$ -	$ -	$ -	$ 173,568

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**											
	Research Analyst	1.00		$ -	$ -	$ 46,860	$ -	$ -	$ -	$ -	$ -	46,860
	Instructional Specialist	1.00		$ -	$ -	$ -	$ -	$ -	$ -	$ 34,848	$ -	34,848
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Subtotal			$ -	$ -	$ 46,860	$ -	$ -	$ -	$ 34,848	$ -	$ 81,708

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Research Analyst		$ -	$ -	$ 11,715	$ -	$ -	$ -	$ -	$ -	11,715
	Instructional Specialist		$ -	$ -	$ -	$ -	$ -	$ -	$ 8,712	$ -	8,712
	Counselor - Adjunct (EOPS)		$ -	$ 3,304	$ -	$ -	$ -	$ -	$ -	$ -	3,304
	Counselor - Adjunct (TRiO)		$ -	$ 6,608	$ -	$ -	$ -	$ -	$ -	$ -	6,608
	Counselor - Adjunct (Veterans)		$ -	$ 6,608	$ -	$ -	$ -	$ -	$ -	$ -	6,608
	Counseleor - Adjunct (Foster Youth)		$ -	$ 3,304	$ -	$ -	$ -	$ -	$ -	$ -	3,304
	Counselor - Adjunct (ARC)		$ -	$ 6,608	$ -	$ -	$ -	$ -	$ -	$ -	6,608
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
	Subtotal		$ -	$ 26,432	$ 11,715	$ -	$ -	$ -	$ 8,712	$ -	$ 46,859

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Text Books - Lending Libraries		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,800	100,800
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,800	$ 100,800

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	First Year Experience Program		$ 1,878	$ -	$ -	$ 22,000	$ 40,000	$ 16,000	$ 40,000	$ 30,000	49,878
	SCORE+ Summer Bridge		$ 1,800	$ -	$ -	$ 20,000	$ 40,000	$ 8,000	$ 10,000	$ 20,000	99,800
	On Course Training		$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	5,000
	"Join the Pack" Welcome/Preview Day		$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	10,000
	English Essay Workshops for HS Seniors		$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	5,000
	Supplemental Instruction		$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -	50,000
			$	$	$	$	$	$	$	$	
	Subtotal		$ 13,678	$ -	$ -	$ 42,000	$ 80,000	$ 29,000	$ 105,000	$ 50,000	$ 319,678

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cours e Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	
			$	$	$	$	$	$	$	$	

Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions

	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
7000	Other Outgo	$	$	$	$	$	$	$	$	$
		$	$	$	$	$	$	$	$	$
	Subtotal	$	$	$	$	$	$	$	$	$
	Grand Total	$ 13,678	$ 200,000	$ 58,575	$ 42,000	$ 80,000	$ 29,000	$ 148,560	$ 150,800	$ 722,613

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

The overall evaluation plan for the student equity program consists of two elements: 1) an annual coordination between the Student Equity Coordinator and the Office of Institutional Research to collect data and monitor progress on activity outcomes and 2) an ongoing internal review of the implementation of each activity, the day to day operations of the programs implementing each activity, and the progress made toward the identified goals. The second of these occurs with the annual program evaluation conducted as part of the Student Services Program Review process. The Vice President of Student Services is charged with the responsibility for conducting the Student Services Program Review which includes recommendations for programmatic changes needed to ensure needed to ensure that Student Services programs are successful at attaining stated annual objectives and are responsive at providing maximum benefit to student participants.

The evaluation procedures include a comprehensive data collection and internal monitoring process by collection of college staff including the Vice President for Student Services, Vice President for Academic Affairs, Director of Institutional Research, the Student Equity Coordinator and Student Success and Support Program Coordinator. These positions are responsible for preparing an annual Program Review Report for review and evaluation by the Vice President of Student Services that focuses on the Student Equity Program's progress in achieving the goals and activities outlined in the Student Equity Plan.

Each Spring term, to monitor progress on activity outcomes, the Student Equity Coordinator will coordinate with the Office of Institutional Research to collect data regarding any disproportionate impact on population groups according to ethnicity, gender, income, disability, foster youth, and veteran status. This information will be reviewed in conjunction with representative program reviews. The Student Equity Planning Committee will meet regularly to discuss findings and to regroup, redirect, and redefine goals and activities based on the findings.

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. E

Proposal:

That the Governing Board approve the following as authorized signatories on behalf of Monterey Peninsula Community College District for the respective official documents, effective January 1, 2016:

- Dr. Walter Tribley, Superintendent/President, and Dr. Steven L. Crow, Vice President of Administrative Services, for all expenditure warrants, contracts and other official documents.
- Rosemary Barrios, Controller, for all expenditure warrants and other official documents with the exception of contracts.

Background:

Education Code Section 85232 states "Each order drawn on the funds of a community college district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name". The Monterey County Office of Education recommends that this authorization status be updated annually or as necessary to reflect changes in personnel for those authorized to sign orders, contracts and other official documents on behalf of the District.

Budgetary Implications: None.

X RESOLUTION: BE IT RESOLVED, That the Governing Board approve the following as authorized signatories on behalf of Monterey Peninsula Community College District for the respective official documents, effective January 1, 2016:

- Dr. Walter Tribley, Superintendent/President, and Dr. Steven L. Crow, Vice President of Administrative Services, for all expenditure warrants, contracts and other official documents.
- Rosemary Barrios, Controller, for all expenditure warrants and other official documents with the exception of contracts.

Prepared By: _____
Suzanne Ammons, Administrative Services

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

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. F

Proposal:
That the Governing Board approve Dr. Walter Tribley, Superintendent/President, and Dr. Steven Crow, Vice President of Administrative Services, and Rosemary Barrios, Controller to be authorized signatories for the bankcard accounts maintained by Monterey Peninsula College at Union Bank, effective January 1, 2016.

Background:
Education Code Section 85232 states "Each order drawn on the funds of a community college district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name".

Budgetary Implications: None.

X RESOLUTION: BE IT RESOLVED, That the Governing Board approve Dr. Walter Tribley, Superintendent/President, and Dr. Steven L. Crow, Vice President of Administrative Services, and Rosemary Barrios, Controller to be authorized signatories for the bankcard accounts maintained by Monterey Peninsula College at Union Bank, effective January 1, 2016.

Prepared By: _____
Suzanne Ammons, Administrative Services

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

Monterey Peninsula Community College District

Governing Board Agenda

December 8, 2015

New Business Agenda Item No. G

Proposal:
That the Governing Board approve the appointment of Dr. Steven L. Crow, Vice President of Administrative Services as the District's primary representative and Dr. Walter Tribley, Superintendent/President as the District's alternate representative to the Bay Area Community College District's Pool-JPA for Property and Liability, for Monterey Peninsula College, effective January 1, 2016.

Background:
The District is a member of the Bay Area Community College District JPA for Property and Liability, which holds quarterly meetings organized by Keenan & Associates. In the event that the primary representative for Monterey Peninsula College is unavailable to attend, an alternate representative should be named.
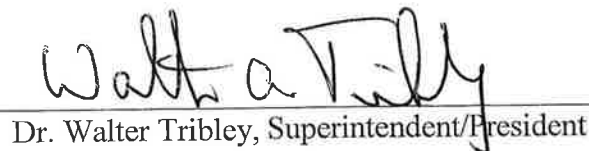
Budgetary Implications: None

☒ **RESOLUTION: BE IT RESOLVED,** That the Governing Board approve the appointment of Dr. Steven L. Crow, Vice President of Administrative Services as the District's primary representative and Dr. Walter Tribley, Superintendent/President as the District's alternate representative to the Bay Area Community College District's Pool-JPA for Property and Liability, for Monterey Peninsula College, effective January 1, 2016.

Prepared By: _____
Suzanne Ammons, Administrative Assistant

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

Monterey Peninsula Community College District

Governing Board Agenda

December 09, 2015

New Business Agenda Item No. H

Administrative Services
College Area

Proposal:
That the Governing Board authorize the college, to enter into an agreement with Strata Information Group (SIG), as defined by the Scope of Work (SOW).

Background:
The use of multiple, non-integrated data information systems severely limits the ability of MPC to provide services to students, such as assessing and planning for academic reform, and is challenging institutional management and fiscal planning. The adverse impact of the present non-integrated systems to MPC includes:

- Potential loss of enrollment due to frustration caused by the present enrollment process.
- Loss of productivity and efficiency to staff and faculty.
- Eroded confidence and credibility caused by the non-integrated systems.

The work to be performed by SIG will assist with conducting Enterprise Resource Planning (ERP) system procurement and to provide an IT Health Assessment as described in the attached SOW.

Budgetary Implications: The projected cost of this agreement is $55,000 - $83,800 depending on the number of hours used and the amount of travel required. The funding for this project is available in the ERP preparation budget.

[X] **RESOLUTION: BE IT RESOLVED;** That the Governing Board approve entering into an agreement with Strata Information Group (SIG), for Enterprise Resource Planning (ERP) system procurement, as defined by the Scope of Work, for an amount not to exceed $83,800.
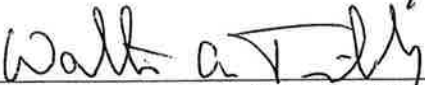
Recommended By: _____
Steven L. Crow, Ed.D., Professional Expert, Administrative Services

Prepared By: _____
Michael Midkiff, Director of Information Services

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

Monterey Peninsula College	Procurement ERP System

Under the terms of the Agreement dated January 21, 2015, Strata Information Group (SIG) will provide consulting services for the staff of Monterey Peninsula College (MPC) as directed, to perform the following work.

Description of Work:

MPC has requested assistance with conducting an Enterprise Resource Planning (ERP) system procurement. SIG will provide the services as identified under "Detail Tasks" listed on page 2.

Proposed Services:

Tasks	Hours
Functional and technical consulting	280 – 460
Total Hours Range:	280 - 460

Summary of Estimated Costs:

Labor Range:	Travel Expenses:	Total Cost Range:
$44,800 - $73,600	$10,200 (6 trips)	$55,000 - $83,800

Notes:
- Rate: $160/hour for on-site and remote delivered services through January 21, 2017; rates may increase by $5/hour effective January 22, 2017, and on each subsequent year.
- SIG will invoice only for the consulting hours and travel expenses actually used.
- The hours estimate includes project management, preparation time, travel time, on-site and remote labor, and the development of trip reports.
- Approximate hours and costs are based on the estimated tasks to complete this project as described in the attached "General Outline of Services." This may vary based on the assumptions listed and changes in MPC's needs.
- Travel expenses, if applicable:
  - Travel time is capped at 8 hours per trip.
  - Travel expenses are estimated at $1,700 per consultant, per trip.
  - SIG will make every attempt to reduce travel costs, including coach airfares and the use of the client's recommended lodging.
- Costs exclude all state taxes, if applicable.
- SIG will invoice for meals and incidental expenses on a per diem basis. Receipts will not be provided. Per diem rates are: $46 per full on-site day and $23 per partial.

For Monterey Peninsula College: For Strata Information Group:

_____ Date   _____ Date
Steve Crow   Henry A. Eimstad
Professional Expert – Administrative Services   President

_____ Date
Michael Midkiff
Director, Information Services

General Outline of Services

These services are subject to change depending on MPC's priorities, needs, and availability of staff and systems.

Detailed Tasks:

Acquisition of Enterprise Resource Planning System (ERP)	
Proposed Activities	**Estimated SIG Hours**

Organization and Request for Proposal (RFP)
• Assist with the formation of a System Selection Committee
  o Facilitate a kickoff meeting with the Selection Committee
  o Review "Thin RFP" process and approach
  o Define roles and responsibilities
  o Establish evaluation groups: Finance, Human Resources, Student/Instructional, Financial Aid, and Technical
  o Develop project schedule
• Assist the Selection Committee with the development of a "Thin RFP" and the determination of critical vendor/system selection criteria
• Issue the RFP to vendors (3 weeks to respond)
• Manage vendors through the Thin RFP process
• Assist the Selection Committee with the evaluation of vendors' "Thin RFP" responses
• Help identify vendor finalists
	40 – 60

Script preparation • Provide sample scripts for product demonstrations • Facilitate the creation/review of comprehensive demonstration scripts with evaluation groups	40 - 50
Demonstrations • Schedule on-site vendor demonstrations (1 week/vendor) • Manage on-site vendor demonstrations (assume two vendors)	100 - 200
Pricing and selection • Solicit pricing proposals from vendor finalists Synthesize the results of vendors' proposed pricing • Assist with the creation of a tentative budget for the system implementation • Assist the Selection Committee with its vendor selection recommendation	40 - 50
Contracts • Assist with final contract negotiations with the selected vendor • Prepare hardware RFP materials (optional) • Approval of contracts with the selected vendor	20 – 40

IT Health Assessment
• Conduct an assessment as part of the overall RFP requirements to confirm current Information Technology staffing is in place and MPC is ready to move forward on implementing and then maintaining a new ERP.
  o The areas to be included in the assessment are:
    ▪ Preparedness to support an ERP implementation
      • Positions by skillset and capacity
    ▪ Preparedness to support ongoing technology support and services (post ERP implementation)
      • IT staffing size and makeup
      • Centralized vs. decentralized
• Develop a report and present recommendations
	40 - 60

Total Estimated Hours:	**280 - 460**

SIG assumptions and access requirements to be provided by MPC, as applicable:

- Provide a designated, single point of contact for SIG staff to coordinate planning and logistical needs

- Provide secure local and remote access to all required systems, software tools, or applications as required with the most current data available for SIG staff access

- Assist with installation and configuration of necessary hardware and software agreed upon prior to SIG beginning its work

- Provide existing documentation as determined in initial conference calls and during on-site visit

- Provide access to IT staff, key functional users, or other staff as needed in a timely manner throughout the engagement

- Provide timely technical support to the SIG consultant(s) when needed; SIG's ability to perform requires timely support from the MPC staff

- Provide a dedicated meeting room(s) and/or work space with audio-visual equipment as necessary during on-site visits for consulting, one laptop computer as necessary with Microsoft Word®, Excel®, PowerPoint®, and other software necessary to access systems required to perform the work

- Advise SIG of vacations, holidays, hardware maintenance, planned power outages, or other scheduled activities that would impact delivery of services

MPC

Monterey Peninsula College

Enterprise Systems Software Procurement Project

Proposed Timeline and Tasks

Rev: 11/19/2015

Date: Time	Task	Team
Jan 2016	• Project Organizational and Planning Meeting	Harold George, SIG MPC-Leadership Team
Jan 2016	• RFP Evaluation Review Meeting	Harold George, SIG MCP Steering Committee
Feb 2016	• RFP Document Released to Vendors	Harold George, SIG
Feb 2016	• Evaluation Team Script Orientation and Review Meetings	Harold George, SIG MCP Evaluation Teams
Feb 2016	• Evaluation Team Script Orientation and Review Meetings (1 1/2hrs each)	Harold George, SIG MCP Evaluation Teams
Mar 2016	• Vendor Response to RFP Due	Harold George, SIG
Mar 2016	• Review of Vendor RFP Responses and selection of vendors for onsite Demos	Harold George, SIG MPC Steering Committee
Mar 2016	• Demonstration Scripts finalized	Harold George, SIG MPC Evaluation Teams
Mar 2016	• Demonstration Scripts sent to Vendors	Harold George, SIG
April 2016	• Functional Vendor Demonstration #1	All MCP Teams
April 2016	• Reporting and Technical Demonstration #1	IR/Reporting Team – Technical Team
May 2016	• Request for Pricing Proposal sent to Vendors	Harold George SIG
May 2016	• Request for Pricing Proposals due back from Vendors	Harold George SIG

MPC

Monterey Peninsula College

Enterprise Systems Software Procurement Project

Proposed Timeline and Tasks

Rev: 11/19/2015

Date: Time	Task	Team
May 2016	• Evaluation Team Debrief Meetings -Vendor Selection Voting on Functionality (1 to 1 ½ hours each)	MCP Evaluation Teams Harold George SIG
May 2016	• Steering Committee Meeting to review Functional Team Evaluation & Voting and Summary Pricing. (1 1/2 hour meeting)	MCP AIS Steering Committee Harold George SIG
May 2016	• Prepare and request Best and Final Pricing from Vendor Finalists (Determined by Steering Committee)	Harold George SIG
June 2016	• Vendor Selection and Pricing Review Meeting with Steering Committee	PCC Steering Committee Harold George, SIG
June 2016	• Finalize Contracts with Preferred Vendor	PCC Steering Committee Harold George, SIG (Remote)
July 2016	• Vendor Selection presented to the BOT	Board Meeting

MPC

Monterey Peninsula College

Enterprise Systems Software Procurement Project

Proposed Timeline and Tasks

Rev: 11/19/2015

Projected Implementation Timeline for new ERP goal off of current FA software by June 2017

Date: Time	Task	Team
July 2016	• Start Implementation of new ERP	
Feb 2018	• Target go live for Financial Aid 2018-2019 Financial Aid Year	
July 2017	• Target go live for Finance system 2017-2018 Fiscal Year	
April/May 2018	• Target Pre-registration for Fall 2018 Term	
August 2018	• Student Systems Registration and Billing Live for Fall 2018 Term	
January 2018	• HR/Payroll System Live for 2018 Fiscal Year	
Dec 2018	• Degree Audit System Live for Student to and SEP available for Students	

Monterey Peninsula Community College District

Governing Board Agenda

December 16, 2015

New Business Agenda Item No. I

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

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

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

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

New Courses:

ARTS 40D	Painting IV
ARTS 61D	Monotype IV
AUTO 88	Automotive Service Management
BUSI 88	Automotive Service Management
LNSK 343B	Intermediate Math Strategies Lab
LNSK 347B	Intermediate Assistive Technology Projects
MEDA 123	Medical Assisting Certification Review

New Program:
Business-Fast Track: Sales and Marketing (Certificate of Training – Credit Only)
Business-Office Administration (Certificate of Achievement – Career Technical)
Business-Office Administration (Associate of Science – Career Technical)
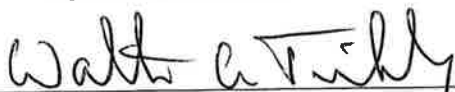
Recommended By: _____
Kiran Kamath, Vice President of Academic Affairs

Prepared By: _____
Kim Kingswold, Academic Technician

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

NEW COURSES

ARTS 40D, Painting IV

3 units
6 hours studio

Justification:
This course is part of a comprehensive Art Department curriculum overhaul process that addresses the following: courses have been written and revised to address past inconsistencies and accreditation requirements, include current resources and content, and to ensure alignment and compliance with SB 1440, C-ID and other CSU transfer curriculum requirements.

Description:
This course covers enhanced acrylic painting practices, with emphasis on the integration of content and technique. Students refine work for portfolio review, scholarship application, transfer, and/or exhibition preparation.

ARTS 61D, Monotype IV

3 unit
6 hours studio

Justification:
This course revision is part of a comprehensive Art Department curriculum overhaul process that addresses the following: courses have been written and revised to address past inconsistencies and accreditation requirements, include current resources and content, and to ensure alignment and compliance with SB 1440, C-ID and other CSU transfer curriculum requirements.

Description:
This course offers further study in monotype printmaking using process colors and combined techniques. Students refine work for portfolio review, scholarship application, transfer, and/or exhibition preparation.

AUTO 88, Automotive Service Management

3 units
3 hours lecture

Justification:
This critical class moves the student beyond the technical aspects of repair automobiles into working with customers and running the repair operations effectively. Advisory board input on market need establishes the need.

Description:
This class introduces the critical concepts and processes for running the business end of an automotive service enterprise. Key topics include profits, business analysis, workflow, computerized shop management systems, communication, customer relationship management, and more.

BUSI 88, Automotive Service Management

3 units
3 hours lecture

Justification:
This critical class moves the student beyond the technical aspects of repair automobiles into working with customers and running the repair operations effectively. Advisory board input on market need establishes the need.

Description:
This class introduces the critical concepts and processes for running the business end of an automotive service enterprise. Key topics include profits, business analysis, workflow, computerized shop management systems, communication, customer relationship management, and more.

LNSK 343B, Intermediate Math Strategies Lab

1 unit
3 hours lab

Justification:
This course was proposed in order to meet the specific and individualized instructional needs of students with disabilities enrolled in college courses. Repeatability updated.

Description:
This lab offers prescriptive mathematics instruction and strategies for students with disabilities. Emphasis is on use of technology to facilitate development of math skills. This lab is designed to support students with application of strategies and tools for college algebra courses.

LNSK 347B, Intermediate Assistive Technology Projects

1 unit
3 hours lab

Justification:
This course was proposed in order to meet the specific and individualized instructional needs of students with disabilities enrolled in college courses. Repeatability updated.

Description:
Students work on individualized projects with appropriate assistive technology under the supervision of an instructor. The emphasis is on extending technology skills and the introduction of applications necessary to complete college coursework, prepare for employment, complete employment-related projects, and/or promote independence.

MEDA 123, Medical Assisting Certification Review

2 units
2 hours lecture

Justification:
This new course is for recent and past graduates from the medical assisting program at MPC and/or currently working medical assistants who want to take a national credentialing exam but need some review. Those MAs need not have earned their certificates at MPC.

This will NOT be a MEDA program requirement. This is strictly academic review to prepare for a lengthy and challenging multiple choice test in administrative, general and clinical categories administered by one of three major credentialing agencies. Many working MAs will be pressured to get certified sooner or later and more employers are starting to look for this. Some of our past students have asked for a refresher course and employers have as well. This could be marketed to a large audience. The curriculum has been reviewed and approved by the Health Workforce Initiative.

Description:
This course prepares medical assistants for the credentialing exams through American Medical Technologists (for the Registered Medical Assistant, RMA, credential), American Association of Medical Assistants (for the Certified Medical Assistant, CMA, credential) or California Certifying Board of Medical Assistants (for the California Certified Medical Assistant, CCMA, credential).

NEW PROGRAMS

Business-Fast Track: Sales and Marketing (Certification of Training – Credit Only)

Justification:
Sales and marketing are core business skills and the primary career entry point for many industries.

Description:
The Business Fast Track-Sales and Marketing Certificate of Training program is designed for students who seek the core skills required for an entry-level sales or marketing position. This program is designed for students who want to add sales and marketing skills to their current skill set without the additional coursework of a broader education. For further studies, consider the Business Administration Associate degree with an emphasis in sales and marketing. Students planning to transfer to a university to earn a bachelor's degree should consider the Business Administration Associate of Science for Transfer degree.

Business-Office Administration (Certification of Achievement – Career Technical)

Justification:
We are consolidating multiple similar programs into one nested program to simplify offerings.

Description:
The Office Administration program adds to the foundation skills of the Business Information Worker Fast Track Program to prepare students for a higher level of responsibility, to include functions in bookkeeping entries, more advanced word processing and spreadsheet skills, and a choice of other business skills often used within the scope of an office administration position. The productivity tools learned through this program are immediately applicable to office administration positions and will enhance effectiveness far into the future of any business career.

Business-Office Administration (Associate of Science – Career Technical)

Justification:
We are consolidating multiple similar programs into one nested program to simplify offerings.

Description:
The Office Administration program adds to the foundation skills of the Business Information Worker Fast Track Program to prepare students for a higher level of responsibility, to include functions in bookkeeping entries, more advanced word processing and spreadsheet skills, and a choice of other business skills often used within the scope of an office administration position. The productivity tools learned through this program are immediately applicable to office administration positions and will enhance effectiveness far into the future of any business career. Earning the Associate-level degree adds the additional dimension of a general education.

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. J

Student Services
Office

Proposal:
That the Governing Board approve the 2015-2016 pay rate schedule for hourly student pay rates, effective January 1, 2016.
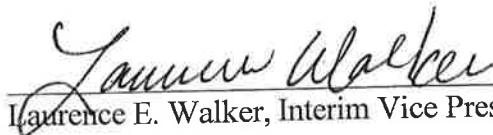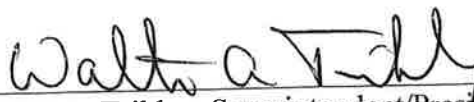
Background:
The California minimum wage will be increased to $10.00 per hour, effective January 1, 2016.

Budgetary Implications:
Fiscal Services has estimated that the cost will be $17,557, which includes payroll related benefits. The additional cost will be covered by salary savings in positions that started later than July 1 but are budgeted for the full year. The Categorical Programs will be able to absorb the additional cost and some of the programs will adjust the student hours if needed to stay within their student budget.

☒ **RESOLUTION:** BE IT RESOLVED, that the Governing Board approve the 2015-2016 pay rate schedule for hourly student pay rates, effective January 1, 2016.

Recommended By: _____
Laurence E. Walker, Interim Vice President of Student Services

Prepared By: _____
Amy Cavender, Administrative Assistant to the Interim Vice President of Student Services

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

Monterey Peninsula Community College District

HOURLY STUDENT PAY RATES

2015-2016
Effective July 1, 2014

CLASS I	Assistant/Clerk	$10.00
CLASS II	Technician/Intern	$10.00 - $10.50
CLASS III	Coordinator/Manager	$10.50 - $11.00
CLASS IV	Tutors	$11.00 - $11.50

CLASSIFICATION CATEGORIES
Student pay rate is based on knowledge, experience and responsibilities. The pay rate is determined by the supervisor using the guidelines developed below.

Assistant & Clerk

The student under this category does manual labor or general clerical work. Typically, the student has little or no previous work experience and is learning basic job skills. The student in this category usually requires supervision much of the time.

Maintenance Assistant	Bookstore Assistant
File Clerk	Print Shop Assistant
Security Clerk	Audio Visual Assistant
Groundskeeper Assistant	Registration Clerk
Child Care Aide	Library Assistant

Technician & Intern

The student under this category has some degree of specialized knowledge. The student works under general supervision much of the time and has the responsibility for carrying out projects independently.

Lab Technician	Drama Technician
Readers & Graders	Costume Technician
Typist (40 wpm)	Researchers
Data Entry	Child Care Intern
Counseling Intern	Library Technician
Information & Referral	Financial Aid Technician

Coordinator & Manager

The student under this category works independently much of the time and often assumes management and/or administrative responsibilities. Typically, the student has previous experience in a specialized area or coordinates the activities of other student employees. (The supervisor or a designated staff member must be present when the student is working under the Federal Work Study Program.)

Student Office Manager	Typist (60 wpm)
College Center Night Manager	Programmers
Poll Watcher	Outreach Coordinator
Learning Center Tutor	Short Period Worker (2-3 days of work only)

Tutor

The student under this category works independently and has specialized knowledge in a subject area. The student provides direct tutoring services to other students; one on one or in small groups and has specialized training.

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. K

Proposal:
Increase the current 2015-2016 Salary Schedule to reflect the increase in California minimum wage.

Background:
The California minimum wage will be increased to $10.00 per hour effective January 1, 2016. The STNC, Short-Term, Non-Continuing employees (non-classified) Salary schedule has been updated for compliance.

Budgetary Implications:
The estimated budgetary impact to the STNC Short Term Non-Continuing (non-classified) Salary employees is $24,048, which includes the payroll related benefits.

☒ **BE IT RESOLVED,** that the Governing Board approve the attached 2015-2016 salary schedule for Short-Term Non-Continuing (non-classified) Salary schedule, effective January 1, 2016.

Recommended By: _____
Susan Kitagawa, Associate Dean of Human Resources

Prepared By: _____
Elizabeth Schalau, Human Resources Analyst

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

MONTEREY PENINSULA COLLEGE
SHORT-TERM, NON-CONTINUING EMPLOYEES (non-classified) SCHEDULE
Maximum days per fiscal year: 180
Effective January 1, 2016

Position Title	Working Titles	Description of Level of Duties	Hourly Pay Rate
College Assistant I	• Cashier • Reader-English Language • Utility Person • Children's Center Aide	Entry level - no specific skills or experience required. Supervisor will train. Completes basic tasks and duties under supervision.	10.00
College Assistant II	• Reader – Foreign Language • General Tutor	Possesses some training or skills. Completes general duties under supervision.	10.50
College Assistant III	• Tutor in a specific subject • Clerical Assistant	Basic skill or proficiency level; assists students or provides support to an office or department.	11.00
College Assistant IV	• Costumer • Model (draped)	Has specialized skills, but not specialized training.	12.00
College Assistant V	• Security Guard • Clerical Assistant • Tram Driver • Custodial Assistant • Music Accompanist • Library Assistant	General help but has at least one specific well developed skill or expertise. May work independently and have responsibility for an assigned function.	13.50
College Assistant VI	• A & R Clerk (registration only) • Grounds Assistant • Dance Accompanist • Instructional Assistant I	Has specialized skills, training or experience in a specific area.	14.00
College Assistant VII	• Computer Services Technician	Has specialized skills, training or experience in a specific area of high responsibility; applies skills to projects.	15.00
College Assistant VIII	• Fiscal Services Assistant • Program Specialist	Has specialized skills, training or experience in a specific area of higher responsibility. Assignment has high degree of accountability.	15.50
College Assistant IX	• Student Advisor, Special Programs • Financial Aid Assistant • Media Assistant • Instructional Assistant II	Has specialized skills, training or experience in a specific area of highest responsibility. Assignment has high degree of autonomy; may work with the public and students.	16.50
College Assistant X	• Children's Center Assistant • Laboratory Aide	Advanced specialized skills, training and/or certification; high level of responsibility, autonomy and accountability.	17.00
College Assistant XI	• Maintenance Assistant • Payroll Assistant	More advanced specialized skills or training; high responsibility, autonomy and accountability level.	17.50
College Assistant XII	• Life Model (undraped)	Professional work level.	18.00
College Assistant XIII	• IT Assistant I	Professional work requiring high level of skills in the profession; high responsibility.	19.00
College Assistant XIV	• Reading Center (Children's Program) Tutor • IT Assistant II	Highly professional work requiring certification or skills at the highest level of the profession, and/or serving as lead worker to others.	25.00

Substitutes are compensated at Step A of the appropriate classified position. Substitutes may only be hired for 60 days while a recruitment effort for a permanent employee takes place, or for the duration of a permanent employee's absence and no more than 180 days during a fiscal year.

Short-term, non-continuing employees must be approved by the Board of Trustees prior to beginning work, with specified starting and ending dates, per Education Code 88003. All salary designations must be approved by Human Resources. Human Resources may assign additional classifications to this Salary Schedule as deemed appropriate.

Board: December 9, 2015

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. L

Proposal:

That the Governing Board approve the change in numbering to Board Policy 4335 - Contract Education

Background:

At the October 28, 2015 meeting, Board Policy 4334 Contract Education was adopted. Due to a typographical error, the number of the policy should have been 4335. This action will correct the numbering of the policy. There are no other changes to the policy.

Budgetary Implications:

None.

☒ **RESOLUTION: BE IT RESOLVED,** That the numbering change to Board Policy 4335 - Contract Education, be adopted.

Recommended By: _____
Dr. Walter Tribley, Superintendent/President

Prepared By: _____
Vicki Nakamura, Assistant to the President

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

c://Board/Board policy 4335.doc

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

President's Office
College Area

New Business Agenda Item No. M

Proposal:
That the Governing Board reviews the results of the 2015 Board self-evaluation.

Background:
As a part of Monterey Peninsula College's ongoing commitment to continuous improvement, the Governing Board adopted Board Policy 1009 Self Evaluation (Attachment A), which calls for an annual self-evaluation and development of Board goals. Per Board Policy 1009, the Board self-evaluation is to be conducted from August – October, with the Board goals to be approved at the end of the evaluation process.

The Board goals for 2015 were adopted at the November 2014 meeting and were used as the basis for the Board's self-evaluation. Trustees Brown and Dunn Gustafson agreed to serve as an ad hoc subcommittee of the Board to develop the evaluation instrument, process, and calendar, which were approved at the August 2015 meeting. The subcommittee approved two self-evaluation surveys: one to be provided only to the Governing Board, and one to be provided to the Governing Board, staff members who interact with the Board, and members of the communities served by Monterey Peninsula College. Both surveys were distributed in October, with the assistance of Dr. Rosaleen Ryan, Director of Institutional Research.

The subcommittee met on November 2, 2015 and reviewed the results of the surveys. They will provide a report at the meeting, to include, an assessment of the survey results, a list of Board accomplishments for the year, and possible recommendations.

Budgetary Implications:
None.

☒ **INFORMATION**: 2015 Governing Board Self-Evaluation

Recommended By: _____
Dr. Walter Tribley, Superintendent/President

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

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

1000 SERIES GOVERNING BOARD POLICIES

A.   Organization and Procedures for the Governing Board

    1009   Board Self-Evaluation

Effective and efficient Governing Board operations are an integral part of creating and maintaining successful educational programs. In order to evaluate progress towards achieving the College'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 Faculty 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 Superintendent/President and the Board shall select an independent member of the administrative staff to review and tabulate the results. Each Board member will receive a complete copy of the survey data.

The evaluation process shall include the establishment of strategies for improving Board performance. Priorities will be set for the following year's performance and evaluation.

Before August Board meeting:	Work with the Superintendent/President to revise evaluation survey instrument and process as necessary.
August of each year	Approve evaluation instrument, process, and calendar.
Before September Board meeting	Collect data from all surveyed constituencies.
September of each year	Review and discuss evaluation results.
Before October Board meeting	Work with the Superintendent/President to develop goals for the upcoming year.
October of each year	Review and discuss evaluation data and results, complete self-evaluation, report on evaluation at a public meeting, and approve goals for the upcoming year.

1000 SERIES GOVERNING BOARD POLICIES

A. Organization and Procedures for the Governing Board

  1009 Board Self Evaluation (continued)

The purpose of the Board self-evaluation is to identify areas of Board functioning that are working well and those that may need improvement. Following the evaluation, the resulting discussion of Board roles and responsibilities should enhance communication and understanding among members and lead to a stronger, more cohesive and effective Board. At the end of the evaluation discussion, Board members should have:

1) identified areas for improvement, perhaps stated as goals and criteria for future evaluations;

2) an understanding of what they expect from themselves and each other to be an effective Board; and

3) a summary of accomplishments and characteristics of which they can be proud.

Adopted: August 15, 2000

Revised and adopted: May 25, 2010; November 23, 2010.

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. N

Proposal:
That the Governing Board discusses the proposed Board goals for 2016.

Background:
As a part of Monterey Peninsula College's ongoing commitment to continuous improvement, the Governing Board adopted Board Policy 1009 Self Evaluation (Attachment A), which calls for an annual self-evaluation and development of Board goals. Per Board Policy 1009, the Board self-evaluation is to be conducted from August – October, with the Board goals to be approved at the end of the evaluation process.

On November 2, 2015, an ad hoc subcommittee comprised of Trustees Brown and Dunn Gustafson met with Dr. Walt Tribley, MPC Superintendent/President. They reviewed the results of the self-evaluation surveys and developed draft Board goals for 2016 (Attachment B).

The proposed goals are being presented at the December 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 January meeting.

Budgetary Implications:
None.

☒ **INFORMATION**: Proposed Governing Board Goals for 2016

Recommended By: _____
Dr. Walter Tribley, Superintendent/President

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

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

1000 SERIES GOVERNING BOARD POLICIES

A.   Organization and Procedures for the Governing Board

   1009   Board Self-Evaluation

Effective and efficient Governing Board operations are an integral part of creating and maintaining successful educational programs. In order to evaluate progress towards achieving the College'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 Faculty 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 Superintendent/President and the Board shall select an independent member of the administrative staff to review and tabulate the results. Each Board member will receive a complete copy of the survey data.

The evaluation process shall include the establishment of strategies for improving Board performance. Priorities will be set for the following year's performance and evaluation.

Before August Board meeting:	Work with the Superintendent/President to revise evaluation survey instrument and process as necessary.
August of each year	Approve evaluation instrument, process, and calendar.
Before September Board meeting	Collect data from all surveyed constituencies.
September of each year	Review and discuss evaluation results.
Before October Board meeting	Work with the Superintendent/President to develop goals for the upcoming year.
October of each year	Review and discuss evaluation data and results, complete self-evaluation, report on evaluation at a public meeting, and approve goals for the upcoming year.

1000 SERIES GOVERNING BOARD POLICIES

A. Organization and Procedures for the Governing Board

1009 Board Self Evaluation (continued)

The purpose of the Board self-evaluation is to identify areas of Board functioning that are working well and those that may need improvement. Following the evaluation, the resulting discussion of Board roles and responsibilities should enhance communication and understanding among members and lead to a stronger, more cohesive and effective Board. At the end of the evaluation discussion, Board members should have:

1) identified areas for improvement, perhaps stated as goals and criteria for future evaluations;

2) an understanding of what they expect from themselves and each other to be an effective Board; and

3) a summary of accomplishments and characteristics of which they can be proud.

Adopted: August 15, 2000

Revised and adopted: May 25, 2010; November 23, 2010.

MONTEREY PENINSULA COLLEGE GOVERNING BOARD
PROPOSED BOARD GOALS FOR 2016
DRAFT

1. Support the college as it prepares for accreditation, focusing on the 6 areas of concern: Assessment of Student Learning Outcomes; Communication; Technology; Staffing; Budget; and Data.

2. Maintain an open and respectful partnership with the Superintendent/President.

3. Actively participate in and support actions taken by the college to attain fiscal stability.

4. Pursue learning opportunities of college programs: i.e. Student Success Student Learning Outcomes.

5. Engage in legislative advocacy activities to support the college and the community college system.

6. Be open and accessible to community constituents.

7. Ensure the college policy manual is updated, comprehensive and implemented.

Monterey Peninsula Community College District

Governing Board Agenda

December 9, 2015

New Business Agenda Item No. O

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: _Walt a. Tribly_

Dr. Walter Tribley, Superintendent/President

MPC Governing Board 2015-2016 Calendar of Events

DECEMBER 2015

Tuesday, December 1   **Open Forum – Accreditation Self-Study: 4:00-5:00pm, Location TBA**

Wednesday, December 2   **Open Forum – Accreditation Self-Study: 10:30-11:30am and 2:30-3:30pm, Location TBA**

Wednesday, December 9   Annual Organizational Board Meeting and Swearing-in Ceremony: MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting, Business: 1:30pm; Reports: 3:00pm, Sam Karas Room

Tuesday, December 15   **Administrators' Holiday Reception: 9:30-11:00am, Administration Bldg. Lobby**

Thursday, December 17   Fall Semester Ends

Friday, December 18   Fire Academy Graduation: 10:00am-1:00pm, MPC Theatre

Thurs, December 24 to
Friday, January 1   Winter Break

JANUARY 2016

Monday, January 4   Early Spring Session Begins

Monday, January 18   Martin Luther King Day Holiday

Friday, January 22   Regular Board Meeting (Times and location to be determined at December 9, 2015 Organizational Meeting)

Tuesday, January 26   Early Spring Session Ends

Wed-Thurs, January 27-28   Spring Flex Days

Fri-Sun, January 29-31   CCLC Effective Trusteeship Workshop, Sheraton Grand, Sacramento

Sunday, January 31 through
Monday, February 2   CCLC Annual Legislative Conference, Sheraton Grand, Sacramento

FEBRUARY 2016

Monday, February 1   Spring Semester Begins

Friday, February 12   Lincoln Day Holiday

Monday, February 15   Washington Day Holiday

Wednesday, February 24   Regular Board Meeting (Times and location to be determined at December 9, 2015 Organizational Meeting)

MARCH 2016

Wednesday, March 23   Regular Board Meeting (Times and location to be determined at December 9, 2015 Organizational Meeting)

Mon-Sat, March 28-Apr 2   Spring Break

APRIL 2016

Mon-Sat, March 28-Apr 2   Spring Break

Friday, April 22   President's Address to the Community, 11:30am, Monterey Marriott

Wednesday, April 27   Regular Board Meeting (Times and location to be determined at December 9, 2015 Organizational Meeting)

Friday, April 29 through
Sunday, May 1   CCLC Annual Trustees Conference, J.W. Marriott, Desert Springs

MPC Governing Board 2015-2016 Calendar of Events

MAY 2016
Date TBD   MPC Scholarship Awards Ceremony
Wednesday, May 25   Regular Board Meeting (Times and location to be determined at December 9,
                                2015 Organizational Meeting)
Monday, May 30   Memorial Day Holiday

JUNE 2016
Wednesday, June 1   Automotive Technology Graduation Banquet, 5:00-8:00pm, Tarpy's Roadhouse
                                (to be confirmed)
Thursday, June 2   Fire Academy Graduation Ceremony: 10:00am, MPC Theatre
                                (to be confirmed)
                                Latino Ceremony, 6:00pm, LF103 (to be confirmed)
                                Asian Student Assn Ceremony, 6:00pm (location to be confirmed)
Friday, June 3   Spring Semester Ends
                                Early Childhood Education Graduation Celebration, 5:00-7:00pm, CDC
                                Playground (to be confirmed)
Friday, June 3   Kente Ceremony, 7:00pm, (location to be confirmed)
Saturday, June 4   Faculty Retirement Breakfast, 8:30am, location to be confirmed
                                Commencement: 12:00pm, MPC Stadium
                                (Line-up at 11:30am in Amphitheater)
                                Nurse Pinning Ceremony, 3:00pm, Amphitheater
Wednesday, June 22   Regular Board Meeting (Times and location to be determined at December 9,
                                2015 Organizational Meeting)

JULY 2016
Thursday, July 4   Independence Day Holiday
Wednesday, July 27   Regular Board Meeting (Times and location to be determined at December 9,
                                2015 Organizational Meeting)

AUGUST 2016
Wednesday, August 24   Regular Board Meeting (Times and location to be determined at December 9,
                                2015 Organizational Meeting)

SEPTEMBER 2016
Wednesday, September 28   Regular Board Meeting (Times and location to be determined at December 9,
                                2015 Organizational Meeting)

OCTOBER 2016
Wednesday, October 26   Regular Board Meeting (Times and location to be determined at December 9,
                                2015 Organizational Meeting)

NOVEMBER 2016
Wednesday, November   Regular Board Meeting (Date, times, and location to be determined at
16 or 23   December 9, 2015 Organizational Meeting)

DECEMBER 2015
Wednesday, December   Regular Board Meeting (Times and location to be determined at December 9,
7 or 14   2015 Organizational Meeting)