



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

**REGULAR MEETING
WEDNESDAY, APRIL 27, 2016**

CORRESPONDENCE AND PUBLICATIONS



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Fwd: Countdown is on for MPC's Canvas Evaluation - Make your Voice Heard

1 message

Leslie Procive <lprocive@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Mon, Mar 14, 2016 at 1:31 PM

Sent on behalf of Jon Knolle, Dean of Instruction. Please direct any inquiries to Jon at jknolle@mpc.edu

Greetings MPC Faculty

We need your input about MPC Online and Canvas.

The Institutional Committee on Distance Education will meet this Friday to review data and feedback gathered from our campus-wide Canvas evaluation and make a recommendation to the Academic Senate.

Please help us by completing the MPC Faculty Survey to provide your feedback about MPC Online and Canvas.

Visit the MPC Canvas evaluation website for more information about Canvas and MPC's evaluation plan.

- Jon

.....
Jon Knolle, Ed.D.
Dean of Instruction

Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940-4799
(831) 646-3030
jknolle@mpc.edu



Shawn Anderson <sanderson@mpc.edu>

[allusers] ASA Culture Show on Saturday, April 16 at 7:30pm in Music Hall

Amy Cavender <acavender@mpc.edu>

Tue, Mar 15, 2016 at 2:38 PM

To: ALL USERS <allusers@mpc.edu>, allstudents <allstudents@mpc.edu>


Sent on behalf of Tuyen Nguyen, please contact tnguyen@mpc.edu with questions.



**Monterey Peninsula College
Asian Student Association
Proudly presents**



The 15th Annual Culture Show
Distinguished Guest
Miss & Mrs Vietnam-USA 2016



For your enjoyment:
Spector Dance
Korean Fan Dance
Irish Dance Explosion
Filipino Cultural Dance
Park Avenue Belly Dance
Korean Monsori Samulnori
Korean Hansol Drum Dance
Vietnamese Ao Dai Fashion Show
Mexican Estampas Delas Americas Dance





Free Admission & Free Food
Time: 7:30 pm – 9:30 pm
Date: Saturday, April 16, 2016
Location: MPC Music Hall

Contact Tuyen Nguyen at (831) 646 – 4154
Sponsored by MPC ICC, MPC AC, Grand Canyon University, and Arts Council for Monterey County





6:15pm - 7:15pm: Free Food & Drinks will be served outside the Music Hall
(Food Sponsors: ASMPC ICC and Grand Canyon University)

7:00pm - 7:30pm: Music Hall opens to welcome the culture show attendees
(No food is allowed in the Music Hall)

7:30pm - 9:30pm: Culture Show

Free Parking, the culture show attendees can park in **Parking LOT B**.

Tuyen Nguyen
ASA Adviser

—
Tuyen Nguyen
MPC Math Instructor & ASA Faculty Adviser
Phone: (831) 646 - 4154



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Academic Senate News and Updates

1 message

Alfred Hochstaedter <ahochstaedter@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Tue, Mar 15, 2016 at 5:26 PM

March 15, 2016**Scheduling****Academic Senate Representatives****Academic Senate Officer Elections****Using the Advocate System for Plagiarism****GE Area Descriptions****April and May meeting topics**

Friends and Colleagues,

I'm writing to bring you an update on some of the things we've been doing in the Academic Senate and a few of the things we plan to do between now and the end of the academic year.

Scheduling of Classes

The school is undergoing some major changes. We've heard the President and Vice President speak many times about the need to increase overall efficiency in our course offerings. A second objective is to create, and stick to, an annual schedule--one that would establish our course offerings and teaching responsibilities well in advance of what we've accomplished in recent years.

Scheduling of classes is a central linchpin for both of these efforts. This year, a number of departments across campus have experienced unexpected events or difficulties in their scheduling efforts. I hear from our colleagues in administration that they too are frustrated by the process. Thus, many of us, including faculty, staff, and administrators, face challenges and seek a more systematic approach to this process. It doesn't really sound like it's working well for anybody.

These difficulties are one of the reasons why the institution has engaged the Collective Brain Trust group to examine scheduling issues at MPC. I encourage you to attend one of the upcoming open forums to find out more about enrollment management and scheduling best practices. They will both be on Wednesday March 16. The first is 9-11 am and the second is 12:15-2 pm in the Sam Karas Room. The second is scheduled to coincide with a regularly scheduled AAAG meeting. All college personnel are invited to attend these informational sessions.

The Collective Brain Trust will continue their efforts to provide MPC with useful recommendations on the topic of scheduling by working with a selection of faculty, staff, and administrators in three intensive, day-long sessions. An outcome of these sessions will be a better understanding of the scheduling process presently in place at MPC and how it could be improved to better align with best practices. The involvement of the Collective Brain Trust group is an indication that the institution

recognizes the need for improvement in these areas.

As an aside, I have participated in similar sessions with one of the CBT representatives on the topics of governance processes and integrated planning processes. I have found the CBT representative for these efforts, Eva Conrad, to be experienced, knowledgeable, and capable of leading the group to develop productive outcomes. I hope that the scheduling efforts will be similarly productive and useful.

In response to these developments, we have placed a discussion on class scheduling on the Academic Senate agenda for Thursday March 17. The intent is to learn more about efforts underway to address these issues and to establish appropriate avenues for faculty input into these processes. Please join us.

Academic Senate Representatives

Please welcome Adria Gerard and Susanne Muszala to the Academic Senate. Adria will represent the Humanities and Susanne will be an at-large representative. Sunny LeMoine will continue as the adjunct at-large representative. Both Susanne and Sunny won in landslide elections.

Academic Senate Officer Elections

Every year, at the second meeting in March, the Academic Senate holds elections for the following year. Since it hasn't occurred yet, I can't tell you who won, but I can tell you who has stepped forward at this time to run for each of the seats.

President -- Heather Craig
Vice-President -- Glenn Tozier
Secretary -- Lynn Kragelund (we hope)

We are still looking for Academic Senate representatives to fill the positions of ASCCC Delegate and Committee on Committees Chair. Although not currently an officer position, we will also need somebody to head our Flex Day Committee. It looks as though current Flex chair Heather Craig will be elected President. She can't do that *and* organize flex.

Using the MPC Advocate Incident Reporting System to Report Plagiarism

Plagiarism is an issue that faculty members deal with on a regular basis. Despite continued efforts to educate and provide guidance, plagiarism still occurs regularly in our courses. Over the last year and a half, the Academic Senate has held many discussions on how to best deal with plagiarism. We've held workshops on flex day and entertained presentations from software company representatives. One thing that has remained important to us throughout is the ability to maintain flexibility in our response when faced with a student who has plagiarized.

I am pleased to announce that the Academic Senate worked with Student Services to enable the use of the Advocate System to report instances of plagiarism. Use of this system is completely voluntary. It's the same system we are encouraged to use for any type of student misconduct we encounter in our classes or on campus.

The system is flexible. You can report any type of plagiarism or dishonesty and request any type of

response, including nothing. For example, let's say you have an instance of plagiarism in your class and deal with it in an appropriate manner (reduced points, zero points, good talking to, whatever). Although you don't think further action is needed, you could still report the incident so that further action could be taken if the student were to cheat in a different class with a different instructor. You could also use it ask for further action to be taken only if a pattern of dishonesty had been established. In these examples, use of the system can help establish patterns that would not have been otherwise exposed

On the other end of the spectrum, you could use the system to request a meeting between student and Student Services personnel as part of the consequences for the plagiarism incident. Maybe you think your student needs to hear the plagiarism message from somebody else besides you. I have worked in a variety of ways with Student Services over the years and have found this type of flexibility helpful in my efforts to deal with a variety of individual cases.

Information submitted through the Advocate system goes to the Vice President of Student Services and may be forwarded to a number of other Student Services personnel depending on the situation. Further details of this sort are on the entry website:

<http://www.mpc.edu/student-services/related-links/bart-advocate-incident-reporting-faculty-staff-only>

We worked for a while on this effort. We hope you find it useful.

GE Area Descriptions

The Academic Senate is collaborating with the Curriculum Advisory Committee to review and potentially revise the MPC GE Area descriptions. These descriptions are used to place courses within the various MPC GE Areas. Thus, they need to be clear so that everybody understands the criteria for placement in one of these areas.

We've divided into teams, with leadership in each GE area from both the Academic Senate and the Curriculum Advisory Committee. If you teach in a GE area and want to be sure that your Course Outline of Records remain consistent with the MPC GE descriptions, please participate in this effort. The intent is that the leaders for each team will enable input and review from faculty who teach in each GE area.

April and May Agenda Topics

Here are some of the things we'll be talking about in April and May. You're always welcome to join us.

- Canvas as MPC's Learning Management System?

As part of the statewide Online Education Initiative, MPC needs to decide whether it should switch from Moodle to Canvas. You may have noticed recent survey requests from the Institutional Committee on Distance Education asking about this. This group has been working hard on this question for a number of months and will come to the Academic Senate with a recommendation on April 7.

- Collaborative Brain Trust Recommendations

The College Council is MPC's main point group for interaction with the Collaborative Brain Trust efforts. One part of their recommendations, however, will go to the Academic Senate because of the

particular responsibilities of the Academic Senate as spelled out in Ed Code. Recommendations on Governance Processes and Integrated Planning Processes will go to the Academic Senate. This will probably occur on April 21.

- Update on the Plan to Establish Systematic Assessment of Course and Program Outcomes

The Learning Assessment Committee has been hard at work finding ways to recommend specific processes to implement this plan. It is premature for me to go into specifics here, but this group certainly plans to make substantive recommendations on these issues during April and May. Part of The Plan is Academic Senate review.

- Space in the Schedule Reserved for Meetings

We're all so busy that it's hard to find times for people to get together and meet. Some schools have a "meeting hour" reserved in the schedule when classes are not scheduled. It provides a natural time for meetings or even open forums to take place. Perhaps it would address some of the communication issues we have on campus. Would an idea like this work at MPC?

- Review and Potential Revision of Academic Senate Bylaws

This one isn't all that exciting, but it's been a long time since we've done it. Review of the Academic Senate bylaws reveals places where we've strayed from what it says we do in the bylaws. We should either revise the bylaws or get back to what the bylaws say we do. I would encourage all MPC groups or committees to periodically review their bylaws and evaluate the effectiveness of their practices.

If You've Made It This Far...

You may have noticed that I hardly mentioned SLOs or reflections at all in this message. I thought some of you might appreciate that. 😊

This is a Nazca Booby. It normally lives in Central American waters and breeds in the Galapagos. It's been recorded about 30 times in U.S. waters over the last 25 years. In fact, this sighting is the farthest north that I can determine that this bird has ever been recorded. Perhaps all the warm water in the Pacific has enticed some of these birds northward. I wish I could say I found this bird on my own. I was alerted by other birds and rushed down to see it. I snapped this photo with my iPhone through my scope, and as I was looking down at my phone to see the photos, it flew straight out to sea, never to be seen again. The black birds nearby are Brandt's Cormorants. Photographed at Pt Pinos in Pacific Grove on February 1, 2016.



Hope your semester continues to go well,

-Fred



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] New Exhibit at MPC Art Gallery!

1 message

Shawn Anderson <sanderson@mpc.edu>

Wed, Mar 16, 2016 at 6:14 PM

To: ALL USERS <allusers@mpc.edu>

SENT ON BEHALF OF MELISSA PICKFORD, MPC ART GALLERY DIRECTOR

MONTEREY PENINSULA COLLEGE ART GALLERY PRESENTS:

WATER AS SOURCE

a mixed media collaboration

Stan Welsh and Margitta Dietrick-Welsh

EXHIBIT DATES: MARCH 15 – APRIL 21, 2016

LOCATION: MPC ART DEPARTMENT GALLERY, 980 FREMONT ST., MONTEREY, CA

NEW HOURS: MONDAY THROUGH THURSDAY, 11:00 - 4:00, (OR BY APPOINTMENT; CALL (831) 646-3060)

TWO RECEPTIONS: THURSDAY, APRIL 7, 12:30 – 2:00 PM (ARTISTS' TALK 1:00 PM) AND SUNDAY, APRIL 17, 3:00 TO 5:00 PM

Husband and wife artists **Stan Welsh and Margitta Dietrick-Welsh of Santa Cruz** have collaborated to create serene and poetic pieces based on the concept of water---its power, its mystery, its scarcity. Blending his evocative sculptures with her exquisite drawings and paintings on wood, their installation honors water as a vital life source in beautiful and thoughtful ways.

In their words, *"Formally, we would like this work to portray a sense of clarity, simplicity, beauty, and balance. Conversely and conceptually, we are trying to create a feeling of apprehension that suggests that things are not what they appear to be. This series titled **Water as Source** pays homage to places where water meets land or in more symbolic terms, places where the known meets the unknown. In these landscapes, we are trying to create enigmatic spaces that evoke a perception of distance and emptiness.*

These collaborative pieces also deal with "tenuousness" in the sense of one's precarious status

and existence in nature. Most of the images are ungrounded or floating to emphasize the notion that things are in a state of constant flux. In some of the work, we place the figure and images from nature into the landscape to create a sense of longing and vulnerability and perhaps anxiety wondering what the future might bring. In other work, objects float in space with surrealistic overtones addressing the fragility of man's existence in nature."

Admission is free. MPC parking fee: \$2. (two paper dollars)

Melissa Pickford, MPC Art Gallery Director
980 Fremont St.
Monterey, CA 93940
(831) 646-3060
melissarpickford@yahoo.com
mpickford@mpc.edu

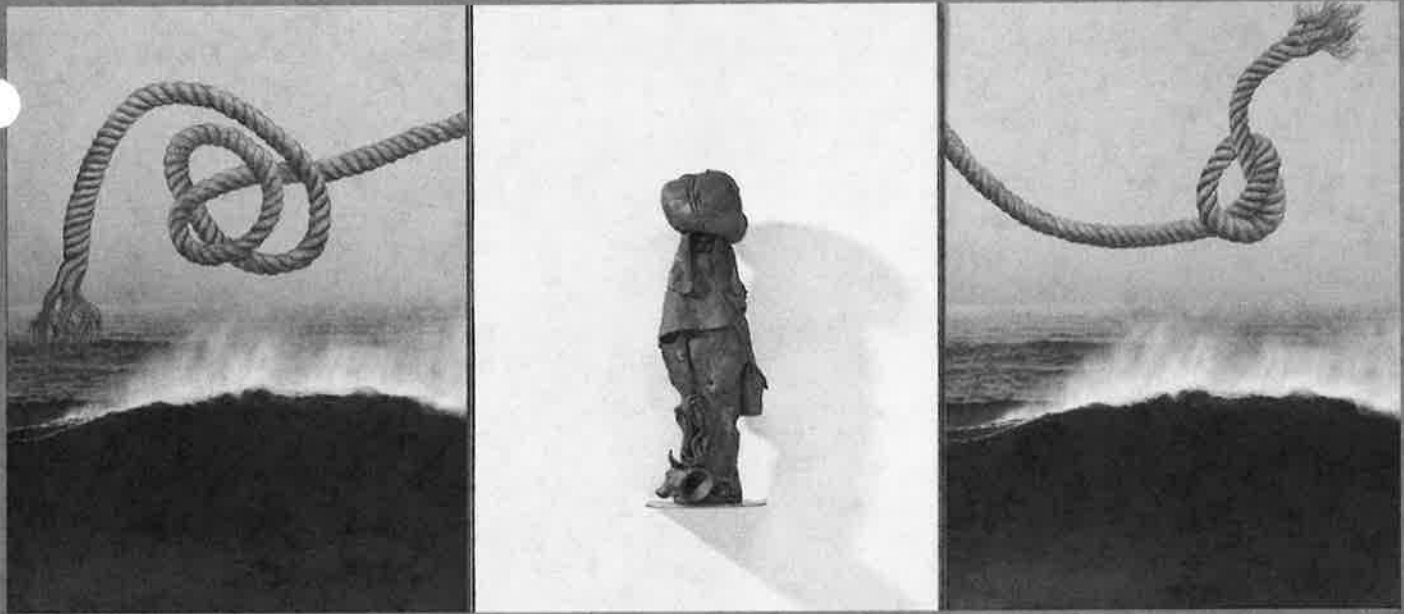
2 attachments



SourceSM.pdf
4770K



-UNTETHERED-.psd - Google Drive.webarchive
1794K



Water As Source

Stan Welsh

Margitta Dietrick-Welsh

A Mixed Media Collaboration

March 15 - April 21, 2016

Opening Receptions:

Thursday, April 7, 12:30 - 2:00pm

(Artist's Talk at 1:00 pm)

Sunday, April 17, 3:00 - 5:00 pm

MPC Gallery's New Hours:

Monday through Thursday, 11 am - 4 pm

or by appt. (831) 646-3060

mpc.edu/creativearts/artgallery |

facebook.com/mpcgallery

 **MPC** | MONTEREY PENINSULA
COLLEGE

Art Gallery
980 Fremont Street
Monterey, CA 93940



Shawn Anderson <sanderson@mpc.edu>

[allusers] Copies of Recent Presentations to All Campus (Finances and Enrollment Management)

Walter Tribley <wtribley@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Thu, Mar 17, 2016 at 6:37 PM

 Enrollment Planning presentation by Pam Deegan ...

Dear MPC,

Please see the attached slides used in the all-campus meetings on finances and enrollment management. The slides pertaining to the presentation on enrollment management are accessed via the link provided.

We are certainly engaged in much dialog about scheduling and enrollment management. Please know that an efficient schedule is the key to sustained opportunities for our students. As much as I may personally wish that we could continue to offer so many courses that offer very small class sizes, we have to balance our schedule to meet an overall efficiency level for the college that is sustainable. Doing this will clearly involve the counseling faculty and faculty in scheduling roles in academic affairs in close communication with administration.

We will be engaged in defining a process that is transparent and with clear expectations. The final system should not contain surprises and use class cancellation as a very rarely used vehicle for extreme situations. However, the schedule will be rigorous in that it will support student access and success in a fiscally-sustainable manner. We will need to incorporate all the information that may help the college generate such a schedule.

In any case, our college will sustain and take this next step, together.

Best,

Walt

 **All Campus Forum A Review of 2014-2015 Finances and the 2016-17 Budget Development Calendar Process (1).pdf**
910K

All Campus Forum:

A Review of 2014-15 Finances
and the
2016-17 Budget Development Calendar/Process

Dr. Walt Tribley

&

Dr. Steven Crow

February 23 & 25

2016



A Review of 2014-15 Finances

Definition

Structural Deficit

A “Structural Deficit” is a term primarily used in government agencies that depicts the shortfall in ongoing revenue to meet ongoing expenses.

The Structural Deficit is the estimated negative difference between ongoing Revenue and ongoing Expenses.

Multiple sources including the Financial Times:

“A budget deficit that results from a fundamental imbalance in government receipts and expenditures, as opposed to one based on one-off or short-term factors.”

<http://www.ft.com>

2014-2015 Revenue

Initially, the 2014-2015 adopted/revised budget required a significant transfer of funds in addition to the year's apportionment to "balance." During the Budget Year 2014-2015

Additional One-Time Revenue was received primarily from prior year adjustments.

These adjustments allow the return of the transfer from the Self Insurance Fund.

Revenue Revised Budget 2014-15

8000	Revenue	\$36,585,802
8900	Other Revenue- Transfer In from Self Insurance Fund	1,000,000
8900	Other Revenue- Transfer In from Capital Outlay Fund	<u>400,000</u>
	<u>Total Revenue</u>	<u>\$37,985,802</u>

\$1.4M One-Time Funds

Comprised of:

- \$595K in prior year adjustment from 13-14 liability that was setup for apportionment due back to the state
- \$263K additional prior year adjustment for apportionment
- \$108K additional in non-resident funds received
- \$25K additional transcript funds received
- Additional dollars received from other misc. fees
- and \$400,000 Capital Outlay funds

To “balance” the 2014-2015 budget year.

The Use of One-Time Money

The receipt of these one-time adjustments allows for the return to the Self Insurance Fund of the original \$1,000,000 transfer to the general fund.

The Capital Outlay Fund transfer-in within the adopted budget was not returned as it was needed to meet the required ten percent policy reserves and “balance” the budget.

Review of Year End Close 2014-2015

	Actuals	Variance	
1000 Academic Salaries	\$14,344,525	\$205,054	Under Budget
2000 Classified Salaries	7,080,888	5,265	Under Budget
3000 Employee Benefits	8,931,276	576,205	Under Budget
4000 Supplies and Materials	386,701	114,986	Under Budget
5000 Other Operating Expenses and Services	5,317,293	480,791	Under Budget
6000 Capital Outlay	269,634	(11,626)	Over Budget
7000 Other Outgo	328,481	0	
7300 Year-End Transfer to Self-Insurance Fund (Return funds to the Self Insurance Fund)	1,000,000	(1,000,000)	Return
Total Variance:		<hr/> \$370,675	rounded dollars

MPC's

Structural Deficit calculated at 2014-15

\$1,400,000*

Given the rising STRS/PERS increases and flat FTES
the projected Structural Deficit could rise well
above \$2,000,000 in 2015-16*

Health and Welfare increased costs can increase
the Structural Deficit to over \$3,000,000
by 2016-17*

*Structural deficit increases with new ongoing expenses

2016-17 Budget Development Calendar/Process

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

2016-2017 Budget Development Calendar*

Calendar Dates Approved Budget Committee February 3, 2016

Deadline Date	Event	Responsible Party
January 2016		
January 22	ACCCA/ACBO Governor's Proposed State Budget Workshop	
February 2016		
February 3	State Budget/Budget Calendar reviewed with Budget Advisory Committee	VP of Administrative Services/ Controller
February 23	Budget Calendar presented to College Council	VP of Administrative Services
February 24	Budget Calendar presented to Governing Board	VP of Administrative Services/ Controller
March 2016		
March 2	Budget packets sent out to Vice President's for review and distribution	Budget Analyst/Controller
March 4	Budget packets distributed to budget managers by area Vice President	Area Vice President
March ??	Budget Advisory Committee Update	VP of Administrative Services
March 23	Department budget packets due back to area VP for review	Area Division Chair

April 2016

April 6 **Budget packets due back to Fiscal Services** Area Vice President

April ?? **Budget Advisory Committee Update** VP of Administrative Services/
Controller

May 2016

May **Governor's May Revise due mid-May** VP of Administrative Services

May ?? **Budget Advisory Committee Update on May Revise** VP of Administrative Services

May ?? **College Council update on May Revise** VP of Administrative Services

June 2016

June 6 **Fiscal Services completes inputs for Tentative Budget draft** Budget Analyst/Controller

June ?? **Budget Advisory Committee reviews the Tentative Budget**

June ?? **College Council reviews the Tentative Budget**

June 22 **Governing Board reviews and approves the Tentative Budget** VP of Administrative Services

June 30 **Governor signs 2016-17 State Budget**

July 2016

July 15 **Annual 320 Report submitted to the Chancellor's Office**

July 6-22 **Adjustments made to the Tentative Budget** Budget Analyst/Controller

August 2016

August **College Council update on Final Budget** VP of Administrative Services/
Controller

August ?? **Budget Advisory Committee update on Final Budget** VP of Administrative Services/
Controller

August ?? **College Council reviews the Final Budget**

August 24 **Adopted Budget presented to Governing Board for approval** VP of Administrative Services

September 2016

September 15 **State deadline for Final Budget to be approved**
(Agenda Topics to be added to Budget Committee Dates per the Charge of the Committee)

***Dates not mandated are subject to change**

Budget Advisory Committee

Charge of the Budget Advisory Committee:

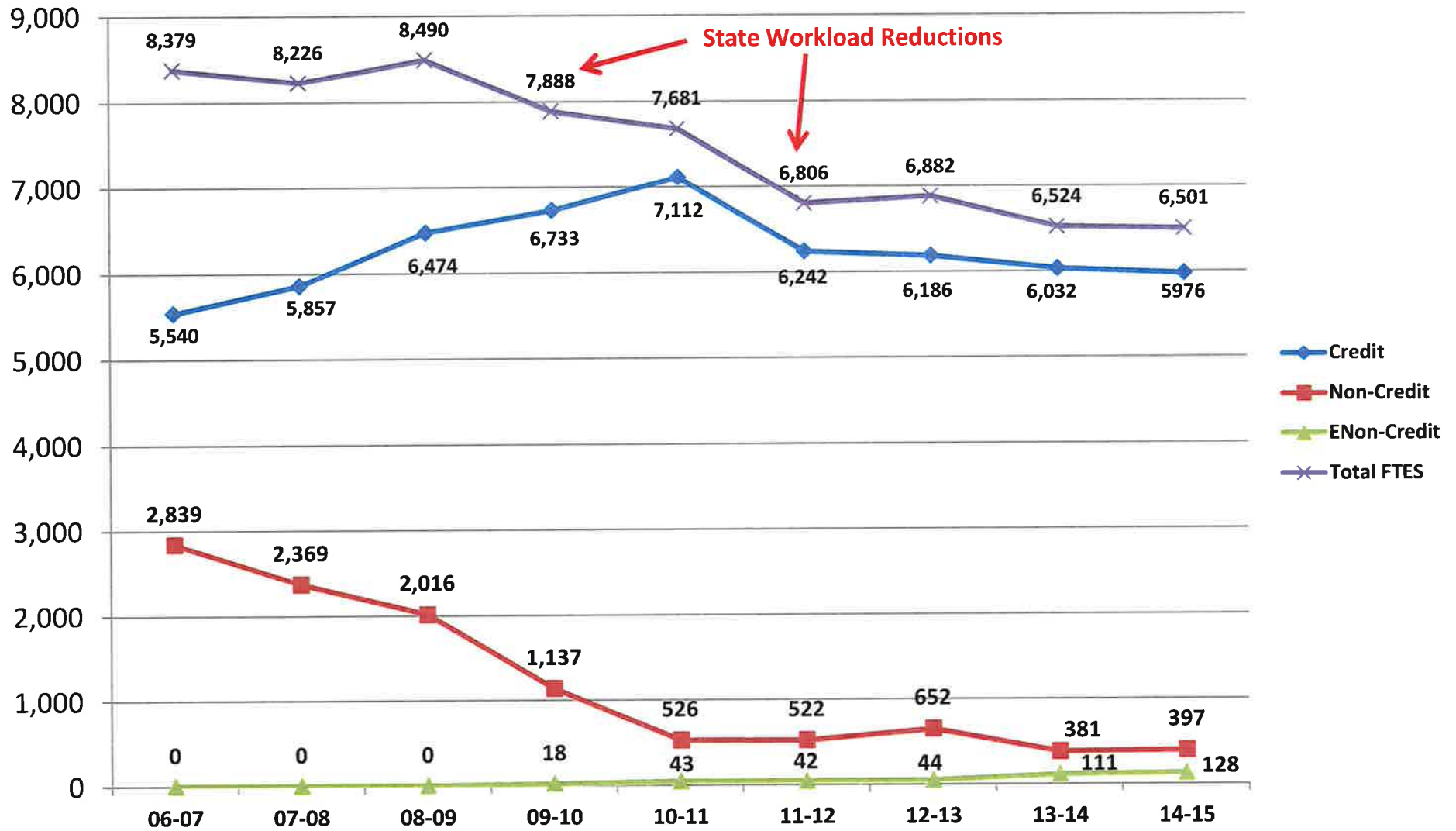
As a subcommittee to College Council, the Budget Advisory Committee:

- Evaluates previous year's budget (revenue projections, actuals, etc.), timelines, and process and reports findings to College Council.
- Contextualizes institutional information in respect to the budget. Information to include, but is not limited to, the following:
 - Institution-set standards
 - Education Master Plan/institutional goals and objectives updates
 - Program reflections summary
 - Program review updates and action plans
- Reviews and/or analyzes budget information, including, but not limited to the following:
 - The Superintendent's/President's planning assumptions
 - The Governor's budget information
 - The college's enrollment trends/revenue projections
 - The college's budget trends over the last few years
 - The "Audit – Annual Financial Report"
- Distills institutional information to inform budget managers.
- Presents/distributes budget packets (including relevant institutional information) to the campus community through electronic means.
- Offers budget workshops to help inform campus community about budget construction and process.
- Reviews the budget at Governor's May revise, affirming revenue assumptions. Following the budget assumptions and processes, summarizes the budget information and presents to College Council.

MPC Challenges



FTES Trend



STRS / PERS Increases

STRS INCREASES 2014 - 2020			PERS INCREASES 2014 - 2020		
Date	STRS RATE	Additional %	PERS RATE	Additional %	
7/1/2014	8.88%	0.63	11.77%		0.33
7/1/2015	10.73%	1.85	11.85%		0.13
7/1/2016	12.58%	1.85	13.05%		1.20
7/1/2017	14.43%	1.85	16.60%		3.55
7/1/2018	16.28%	1.85	18.20%		1.70
7/1/2019	18.13%	1.85	19.90%		1.70
7/1/2020	19.10%	0.80	20.40%		0.50
Cumulitive Increases:		<u>10.68</u>			<u>9.11</u>

How are we doing this fiscal year – 2015 -2016?

Monterey Peninsula Community College

Monthly Financial Report

January 31, 2016

Summary of All Funds

<u>Funds</u>	Beginning Fund Balance	Revised Budgets 2015 - 2016		Ending Fund Balance	Year to Date Actual 2015 - 2016			% Actual to Budget		Cash Balance
	<u>07/01/15</u>	<u>Revenue</u>	<u>Expense</u>	<u>6/30/2016</u>	<u>Revenue</u>	<u>Expense</u>	<u>Encumbrances</u>	<u>Rev</u>	<u>Expense/ Enc</u>	<u>1/31/2016</u>
General - Unrestricted	\$3,802,947	\$41,684,235	\$41,703,407	\$3,783,775	25,413,190	21,846,692	7,563,125	61.0%	70.5%	\$13,285,509
General - Restricted	0	8,458,381	8,458,381	0	4,640,078	3,835,970	991,602	54.9%	57.1%	0
Child Dev - Unrestricted	0	132,508	132,508	0	78,131	81,651	7,751	59.0%	67.5%	
Child Dev - Restricted	0	422,662	422,662	0	181,145	252,068	50,707	42.9%	71.6%	-63,556
Student Center	437,044	258,000	258,000	437,044	102,203	65,752	48,925	39.6%	44.4%	500,216
Parking	558,426	484,000	484,000	558,426	265,365	234,697	71,412	54.8%	63.2%	643,401
Subtotal Operating Funds	\$4,798,417	\$51,439,786	\$51,458,958	\$4,779,245	\$30,680,112	\$26,316,829	\$8,733,522	59.6%	68.1%	\$14,365,570
Self Insurance	2,603,459	6,891,882	6,891,882	2,603,459	3,040,013	4,984,644	123,562	44.1%	74.1%	1,177,015
Worker Comp	125,046	90,000	90,000	125,046	548	76,527	1,375	0.6%	86.6%	50,384
Other Post Employment Benefits	4,011,612	100,770	0	4,112,382	30,509	0	0	30.3%	0.0%	4,049,059
Capital Project	378,443	472,898	500,578	350,763	406,262	340,352	44,716	85.9%	76.9%	812,244
Building	9,759,850	20,000	0	9,779,850	17,540	5,588	8,200	87.7%	0.0%	9,813,414
Revenue Bond	22,331	22,100	22,100	22,331	22,140	21,200	900	100.2%	95.9%	23,312
Associated Student	92,451	90,000	90,000	92,451	29,929	37,027	0	33.3%	41.1%	200,265
Financial Aid	17,745	5,400,000	5,400,000	17,745	2,695,788	2,695,788	0	49.9%	49.9%	40,769
Scholarship & Loans	272,948	1,249,600	1,249,600	272,948	1,125,148	1,051,479	0	90.0%	84.1%	245,737
Trust Funds	293,917	744,500	744,500	293,917	598,193	489,661	0	80.3%	65.8%	682,265
Orr Estate	12,302	10,000	10,000	12,302	7,965	8,102	0	79.7%	81.0%	24,005
Total all Funds	\$22,388,521	\$66,531,536	\$66,457,618	\$22,462,439	\$38,654,147	\$36,027,197	\$8,912,276	58.1%	54.2%	\$31,484,037

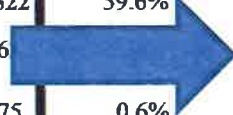
Monterey Peninsula Community College

Monthly Financial Report

January 31, 2016

Summary of All Funds

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	<u>07/01/15</u>	<u>Revenue</u>	<u>Expense</u>	<u>6/30/2016</u>	<u>Revenue</u>	<u>Expense</u>	<u>Encumbrances</u>	<u>Rev</u>	<u>Expense/ Enc</u>	<u>1/31/2016</u>
General - Unrestricted	\$3,802,947	\$41,684,235	\$41,703,407	\$3,783,775	25,413,190	21,846,692	7,563,125	61.0%	70.5%	\$13,285,509
General - Restricted	0	8,458,381	8,458,381	0	4,640,078	3,835,970	991,602	54.9%	57.1%	0
Child Dev - Unrestricted	0	132,508	132,508	0	78,131	81,651	7,751	59.0%	67.5%	
Child Dev - Restricted	0	422,662	422,662	0	181,145	252,068	50,707	42.9%	71.6%	-63,556
Student Center	437,044	258,000	258,000	437,044	102,203	65,752	48,925	39.6%	44.4%	500,216
Parking	558,426	484,000	484,000	558,426	265,365	234,697	71,412	54.8%	63.2%	643,401
Subtotal Operating Funds	\$4,798,417	\$51,439,786	\$51,458,958	\$4,779,245	\$30,680,112	\$26,316,829	\$8,733,522	59.6%	68.1%	\$14,365,570
Self Insurance	2,603,459	6,891,882	6,891,882	2,603,459	3,040,013	4,984,644	123,560	74.1%		1,177,015
Worker Comp	125,046	90,000	90,000	125,046	548	76,527	1,375	0.6%	86.6%	50,384
Other Post Employment Benefits	4,011,612	100,770	0	4,112,382	30,509	0	0	30.3%	0.0%	4,049,059
Capital Project	378,443	472,898	500,578	350,763	406,262	340,352	44,716	85.9%	76.9%	812,244
Building	9,759,850	20,000	0	9,779,850	17,540	5,588	8,200	87.7%	0.0%	9,813,414
Revenue Bond	22,331	22,100	22,100	22,331	22,140	21,200	900	100.2%	95.9%	23,312
Associated Student	92,451	90,000	90,000	92,451	29,929	37,027	0	33.3%	41.1%	200,265
Financial Aid	17,745	5,400,000	5,400,000	17,745	2,695,788	2,695,788	0	49.9%	49.9%	40,769
Scholarship & Loans	272,948	1,249,600	1,249,600	272,948	1,125,148	1,051,479	0	90.0%	84.1%	245,737
Trust Funds	293,917	744,500	744,500	293,917	598,193	489,661	0	80.3%	65.8%	682,265
Orr Estate	12,302	10,000	10,000	12,302	7,965	8,102	0	79.7%	81.0%	24,005
Total all Funds	\$22,388,521	\$66,531,536	\$66,457,618	\$22,462,439	\$38,654,147	\$36,027,197	\$8,912,276	58.1%	54.2%	\$31,484,037



Revenue & Expenses Projection Trends

Without significant wage and benefit increases

Projection Worksheet - Steve Crow

Estimates only

REVENUE

	ADOPTED BUDGET 14-15	REV BUDGET 14-15	ACTUAL 14-15	ADOPTED BUDGET 15-16	PROJ BUDGET 16-17	PROJ BUDGET 17-18	PROJ BUDGET 18-19
Revenue	35,388,266	35,388,266	\$36,585,802	\$38,124,359	\$38,000,000	\$38,380,000	\$38,763,800
Other Sources/Additional One-time	2,641,207	2,641,207	\$1,400,000	\$3,559,876			
Total Revenue	38,029,473	38,029,473	\$37,985,802	\$41,684,235	\$38,000,000	\$38,380,000	\$38,763,800

EXPENSES

Academic Salaries	14,612,021	14,549,579	\$14,344,525	\$15,239,439	\$15,239,439	\$15,391,833	\$15,545,752
Classified Salaries	7,092,665	7,086,153	\$7,080,888	\$7,552,878	\$7,552,878	\$7,628,407	\$7,704,691
New or Restored Positions							
Benefits	9,518,415	9,507,481	\$8,931,276	\$10,462,166	\$10,462,166	\$10,566,788	\$10,672,456
STRS/PERS Increases					\$372,564	\$414,432	\$561,113
Supplies and Materials	462,694	501,687	\$386,701	\$449,389	\$449,389	\$449,389	\$449,389
Other Oper Expenses	5,805,163	5,798,084	\$5,317,293	\$7,386,419	\$5,317,293	\$5,317,293	\$5,317,293
Capital Outlay	210,035	258,008	\$269,634	\$447,344	\$269,634	\$447,344	\$269,634
Other Outgo	328,481	328,481	\$328,481	\$146,600	\$328,481	\$146,600	\$328,481
Year-end Trsfer to SIF*	0	0	\$1,000,000				
TOTAL PERSONNEL	31,223,101	31,143,213	\$30,356,689	\$33,254,483	\$33,254,483	\$33,587,028	\$33,922,898
Deficit/Funds needed to Balance					\$1,991,844	\$1,982,086	\$2,085,008
Total Expenses	38,029,474	38,029,473	\$37,658,798	\$41,684,235	\$39,991,844	\$40,362,086	\$40,848,808

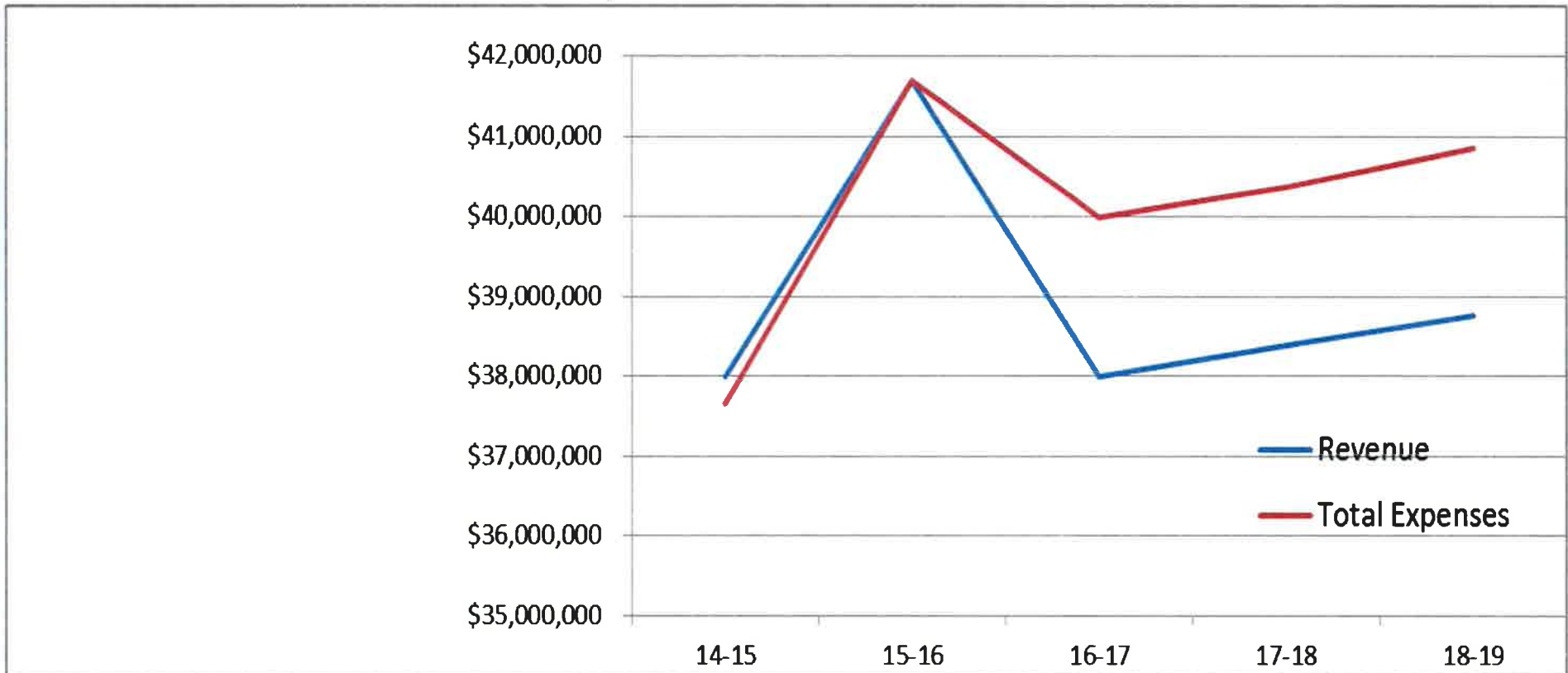
*** Projections - very rough estimates. Revenue adjusts with one-time funds from State.**

Projections assume a minimum increase in revenue and personnel expenses of 1%.

Projected Structural Deficit

Not Including Health Benefits Increased Cost

\$2,000,000



*Budget Years 14-15 & 15-16 “Balanced” with One-time Funds



Moving Forward and Taking Action

College Council's Recommendations to the President (2013)

Offer a retirement incentive (negotiable)

Reduce college's benefit costs (negotiable)

Improve institutional efficiencies.

- o Scheduling

- o Consolidating

- o Efficient use of resources

Create and implement a significant marketing plan.

Improve and enhance enrollment and retention rates.

Increase program development to meet the changing educational needs of the community.

Develop and implement plan to increase the number of international students.

Create opportunities to partner with public and private organizations.

Obtain extramural funding.



Taking Action on CC Recommendations: Other Important Inputs

- Enrollment Management / Enrollment Management System
- Recruitment to Completion R2C
- Preparing MPC for the “E.R.P.” (Strata Information Group)
- Know Thyself/Self-Study/Demographics/Need
- Collaborative Brain Trust
- ACCJC Report

And Finally...

- No one strategy or tactic will create significant change.
- Planning that Drives the Budget will require many changes...



Questions



MONTEREY PENINSULA
COLLEGE



Enrollment Planning

Monterey Peninsula College

March 16, 2016

Pam Deegan

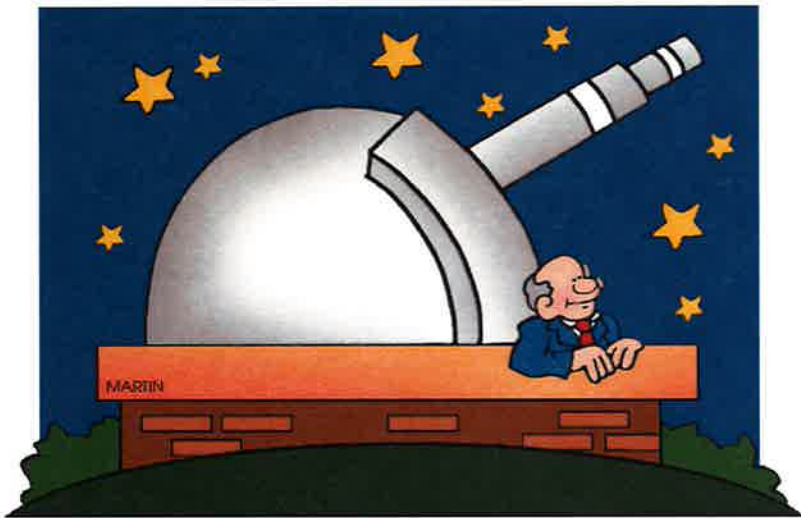
Goal for today

- Provide background information as to how the system works



Agenda Today

- Fundamentals of Enrollment Management or Planning
- Scheduling Best Practices




phillipmartin.info

What is Enrollment Management/Planning??



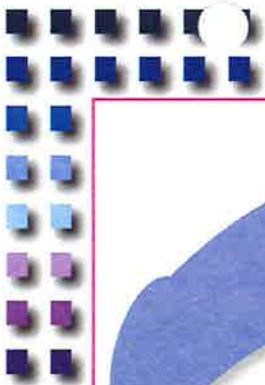


What is Enrollment Planning?

- Integral part of the college's planning processes.
 - A plan that aligns services and resources in a systematic, planned manner.
 - At the most elemental level, it is a plan that projects how you will reach your FTES target.
 - Requires accurate information.
- 



Definitions



1 Full-time Equivalent Student (FTES) is equal to 1 student enrolled in 15 semester hours for 2 semesters.

This has nothing to do with units !



What is the
difference
between
headcount and
FTES?



What is FTES? What is Headcount?

In the following example, Meagan, Debbie, and Carlos are each students at College of Knowledge Community College. In headcount, we count each student as an individual regardless of the number of classes or hours they are taking. With our example below, we have 3 people, therefore our headcount is 3. This is different than FTES (Full-time Equivalent Student). One FTES is equal to enrollment in 15 semester hours (not units) each week for 2 semesters. For those students who attend less than 15 hours each week, we piece their hours together. In our example, Meagan's 9 hours, Debbie's 3 hours, and Carlos' 3 hours equal 15 hours and are therefore equal to 1 FTES, if they took the same hours Fall and Spring. Three people, but only 1 FTES.



Meagan

9 hours
Microbiology
Lecture & lab

+



Debbie

3 hours
Creative Writing

+



Carlos

3 hours = **15 hours**
Math

The Most Elemental Unit

Daily Contact Hour (DCH)



- The time a class meets each day
- Based on **50-minute** hour (each real hour consists of 50 minutes of instruction and 10 minutes of passing or break time.)

WCH

WCH = Weekly Contact Hours

- This tells us how many hours the class meets each week.
- WCH is the DCH times the number of days the class meets each week.
- When we look at our total WCH, we are looking at the size of our schedule

WSCH

➤ WSCH = Weekly Student Contact Hours

This tells us how many student hours we have and is the intermediate step in calculating FTES.

➤ How to calculate a rough estimate of FTES

➤ WSCH is calculated by the following:

$$WCH \times \text{Enrollment} = \text{WSCH}$$

➤ What else is WSCH used for?



Enrollment

Enrollment = the number of students in the class

- Until we know what the actual enrollments are, it is handy to use estimates. You need some sort of system to do this.
- We utilize estimates so that we can project what our total enrollments will be as soon as we plan the schedule.



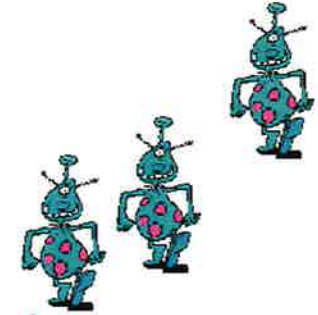
Census



- These enrollments always fluctuate. For purposes of funding, the state takes a "snapshot" in time at the first 20% of the course. This is called Census. For a full 18-week semester, this occurs Monday of the 4th week. It is the 3rd week for 16 weeks.
- Daily Census is class by class.

FTEF

Full-time Equivalent Faculty



- Used for different purposes
- FTEF is the portion of a full-time load which each particular class represents.
- Example - If a full-time faculty member has a load that consists of 15 hours (TLUs), a 3 hour class represents what percentage of this faculty member's load?



20%



Efficiency



Are We Efficient? or The Cost of Generating FTES

- Statewide, a measure of efficiency is $WSCH/FTEF$ where $WSCH$ is divided by the Full-time Equivalent Faculty (FTEF). This tells us how much of a faculty load it takes to generate a given $WSCH$.



- Statewide, a WSCH/FTEF of 525 represents the point of financial break even for a college (for 17.5 week semester).
- This is equivalent to FTES/FTEF of 17.5



- 
- What is the break even for a class?
 - Will everyone have the same WSCH/FTEF?
- 

Number of Students in a Class

$$32 \text{ students} \times 3 \text{ WCH} = 96 \text{ WSCH} / .20 = 480 \text{ WSCH/FTEF}$$

16 FTES/FTEF

$$33 \text{ students} \times 3 \text{ WCH} = 99 \text{ WSCH} / .20 = 495 \text{ WSCH/FTEF}$$

16.5 FTES/FTEF

$$34 \text{ students} \times 3 \text{ WCH} = 102 \text{ WSCH} / .20 = 510 \text{ WSCH/FTEF}$$

17 FTES/FTEF

$$35 \text{ students} \times 3 \text{ WCH} = 105 \text{ WSCH} / .20 = 525 \text{ WSCH/FTEF}$$

17.5 FTES/FTEF

Where is MPC?

School	Summer 2015	Fall 2015	Spring 2016
Business & Tech	9.18	11.22	12.64
Humanities	11.06	13.56	11.38
Life Sciences	10.42	13.98	14.16
Creative Arts	12.66	11.59	11.22
Physical Education	11.07	13.2	14.19
Physical Sciences	11.91	16.19	15.86
Social Sciences	14.03	16.09	15.48
Supportive Services	10.89	11.36	9.17
Older Adult	11.29	14.57	9.40
PSTC	----	10.4	9.18

Where is MPC?

School	Summer 2015	Fall 2015	Spring 2016
Business & Tech	9.18	11.22	12.64
Humanities	11.06	13.56	11.38
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Social Sciences	14.03	16.09	15.48
Supportive Services	10.89	11.36	9.17
Older Adult	11.29	14.57	9.40
PSTC	----	10.4	9.18

Same WSCH/FTEF

or

FTEF/FTEF in All MPC programs

????

It is about balance
!



Where is MPC?

- less than 11% of your classes are at 35 students or more



How the State Calculates FTES



How the State of California Calculates FTES

- 1. Weekly Census - Regular term length
- 2. Daily Census - Short-term classes
- 3. Positive Attendance - Classes that do not meet on a regular basis
- 4. Alternative Attendance Accounting Method-

Credit -

Independent Study, Work Experience, and certain Distance Education classes;

Noncredit -

Independent Study and Distance Education classes



Why is this Important??

- Please pay attention to how the manner of scheduling impacts the FTES generated.
- It is a big deal financially!



1. Census Week

- These are classes that meet on a regular basis each week for the full semester. Students are counted on enrollment, not attendance, during census.



FTES - Weekly Census Formula

- Full Term—Calculated at Census (20% of Term Length)
- Even though you don't meet for them, holidays count in this method, but what about pedagogy??

➤ Formula -

$$\frac{WSCH (WCH \times \text{Number of students}) \times \text{Term Length Multiplier}}{525}$$

FTES—CENSUS WEEKLY EXAMPLE

➤ Class of 35 students meeting 75 minutes per day twice a week (150 minutes divided by 50 minutes is equal to 3.0 WCH) for 17.5 weeks (Standard Term Length Multiplier)

➤ Formula -

$$105 \text{ WSCH } (3 \text{ WCH } \times 35 \text{ Students}) \times 17.5$$

525

3.5
FTES

2. Daily Census



- This includes classes that meet on a regular basis for at least 5 days, but do not meet the full semester.
- Enrollment is counted on each course's individual census day (20% of course).
- Summer, short-term courses, and Intersession are included here.
- The formula -

$$\frac{\text{DSCH (DCH X the number of students at census) X the number of days the class meets}}{525}$$

FTES—CENSUS DAILY EXAMPLE

- Class of 35 students meeting 90 minutes per day (1.8 DCH) with 29 class meetings (6 weeks, 5 days per week, 1 holiday):
- Formula -
 $63 \text{ DSCH } (1.8 \text{ DCH} \times 35 \text{ Students}) \times 29 \text{ Class Meetings}$


525

3.45 FTES





Special Considerations with Summer (Daily Census)

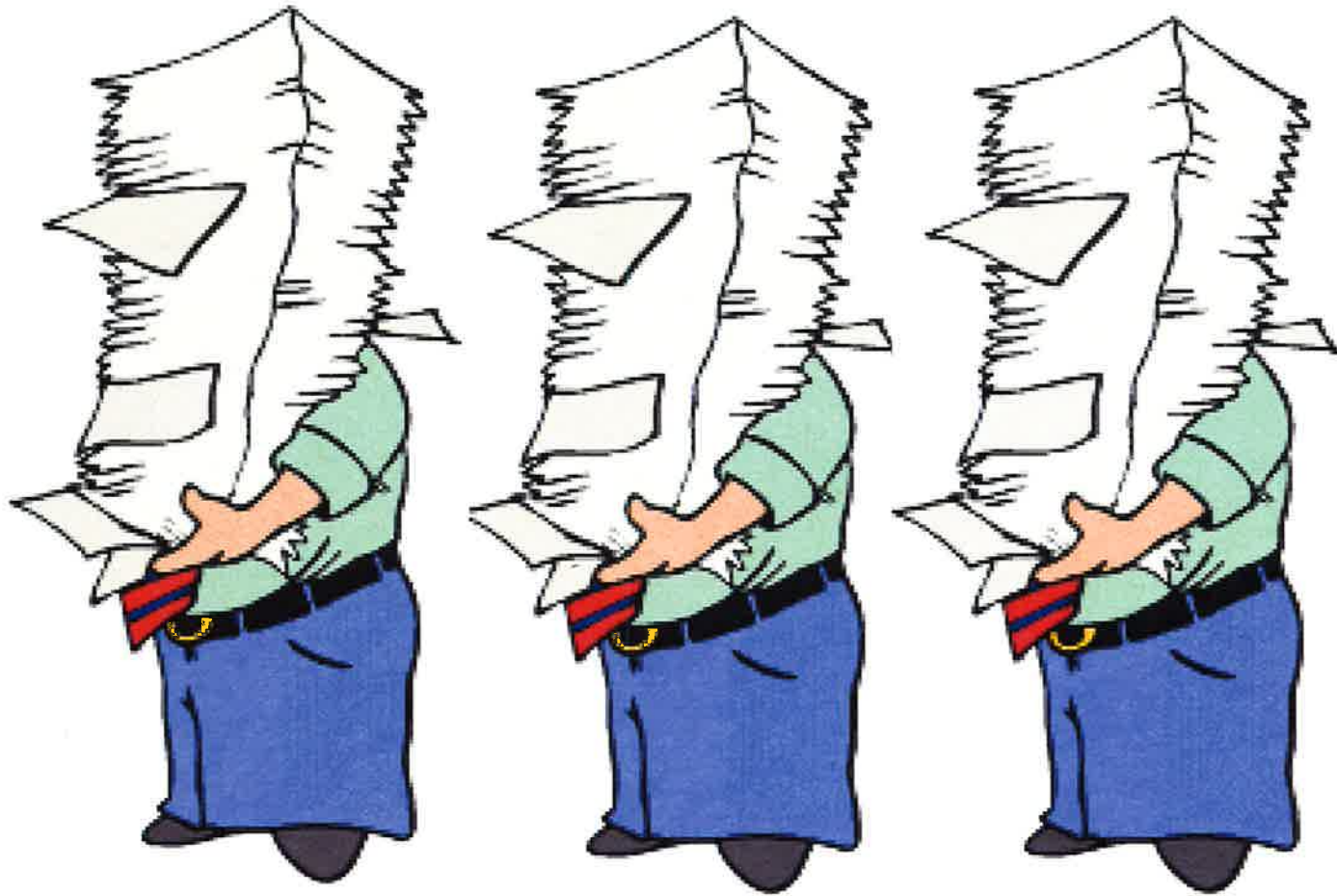
- Can count in either year (class by class)
IF
 - Census day is in one year and end date in another.
 - Give yourself flexibility by scheduling this way.
 - Meetings need to occur with President, and Executive staff to make the decision of how to prepare the 320 report
- 

3. Positive Attendance

- Actual hours of attendance are counted. If a student is in attendance they count. If not, they do not.
- Every 525 hours counts as one FTES.
- Included are:
 - Irregularly scheduled credit courses
 - Open entry/open exit
 - ~~In service academy classes~~
 - Non-credit classes
 - Apprenticeship classes
 - Tutoring courses



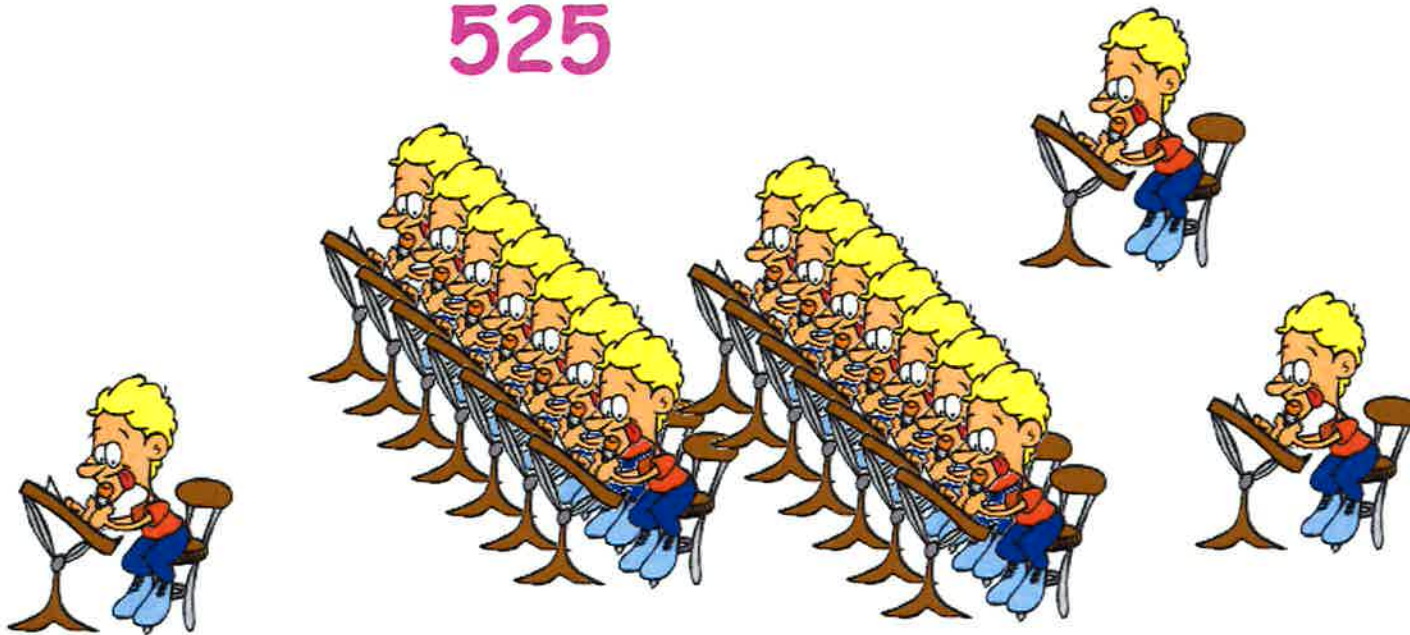
➤ Faculty must keep daily attendance for all students



FTEs—POSITIVE ATTENDANCE FORMULA

Total Actual Attendance Hours

525



FTES - Positive Attendance

Class of 35 students meeting a total of 3 hours per week (3.0 WCH) for 17.5 weeks) (not part of the formula, but for illustrative purposes, let's pretend that 70% of the students stay in the class from the first day to the last day).

1,837.5 Hours $(35 \times 3.0 \times 17.5) \times 70\%$

525

2.45 FTES



4. Alternative Attendance Accounting Method

- This is used for work experience, independent study, and some distance education courses.



How is All of This Reported to the State??

- It represents almost the entire income for **EVERYTHING** at the colleges and the district.



How Much is 1 FTES worth?

- \$4,723 for 1 credit FTES
- \$4,723 for 1 enhanced non-credit FTES
- \$2,812 for 1 basic non-credit FTES





CCFS - 320
Report



320 Report

- Three regular reporting periods
- P1 (First Principal Apportionment)—January 15
 - This gives the Chancellor's Office an idea of what the total enrollments might be for the entire system.
 - The Chancellor's Office gives districts a rough idea on how various funding streams may be allocated.
- P2 (Second Principal Apportionment)—April 20
 - Although still an estimate, used as the basis for initial funding allocation

P1, P2, 320

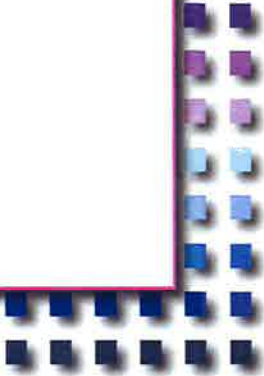


➤ Annual Report—July 15

➤ Any changes from P2 submittal reflected in Recalculation of Apportionment in February of following year

➤ Recal Report—November 1

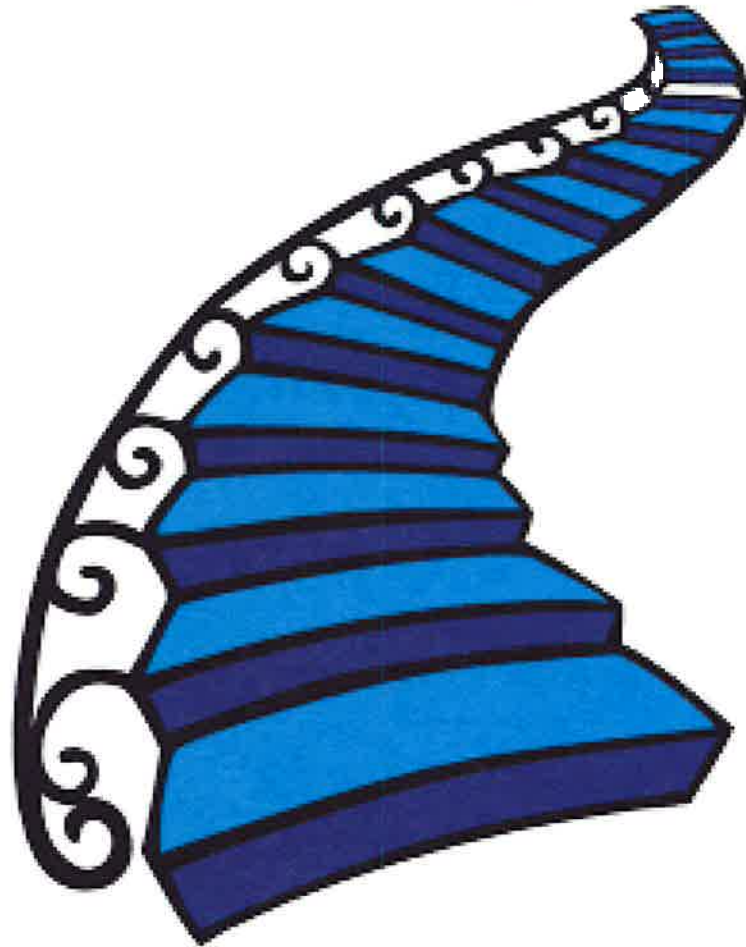
➤ Opportunity to submit corrected report either to your benefit or detriment



The Art of Scheduling



Steps to take to create the Schedule of Classes



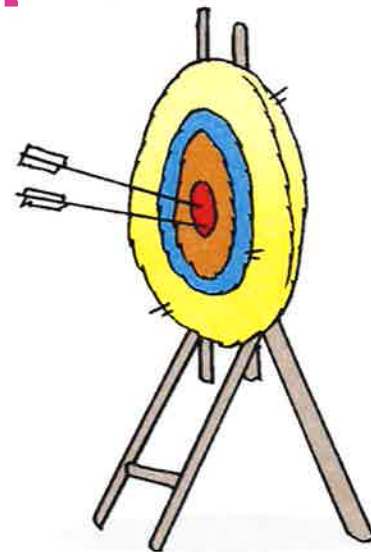
1

After reviewing the college FTES cap, the executive team of the college determines the FTES goal for the year.



2

The CIO develops a FTES Plan for Fall/Spring and any intersessions to outline how the FTES target will be achieved. This is done in concert with historical information.



This is why you shouldn't roll
the schedule from last year.

You need to analyze,
analyze, analyze!

Again and again
and again



3

The CIO develops a projected budget, and compares it with one developed by the CBO. All of this information is shared with the President and executive team, while still in planning stages, so all know the FTES target and the attendant costs.





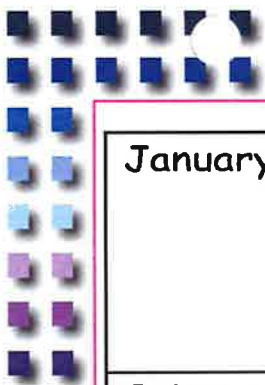
4

A calendar
is developed.

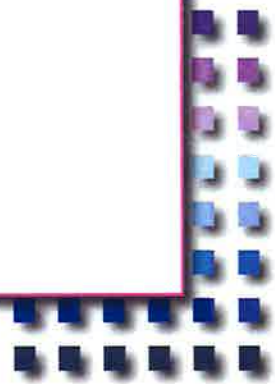
Sample

Date When Issue is Addressed	Lead Person	Item Addressed
March	District Office	District determines annual FTES (resident) target for each college for the next FY
March	CIO	college takes district target and adds: <ul style="list-style-type: none"> < % Nonresident/Resident rate (this rate should be recalculated annually) < 1.5%? cushion This equals total resident/nonresident FTES target for the next FY
March	Analyses presented to President's Cabinet for discussion; CIO works with the Deans; Deans work with Chairs; finalized information is shared with Department Chairs and other stakeholders	Analyses are preformed of current FY including Summer, Fall, and current Spring to determine FTEF or LHE given to each division with attendant FTES Targets. Based on the above, spreadsheets are developed for: <ul style="list-style-type: none"> < Fall/Spring < Summer and other intersessions < Academies This equals the total FTES expectation (resident and nonresident) for next FY
March	CIO and CBO	Budget for next FY is developed
March	CIO and Deans	Summer Schedule is developed; schedule reviewed in EMT prior to finalization of the schedule to assure that schedule meets FTES expectation; alterations made if FTES target is not going to be met

April		Fall Schedule is developed; schedule reviewed in EMT prior to finalization of the schedule to assure that schedule meets FTES expectation; alterations made if FTES target is not going to be met
May/June/July	CIO and Deans	Summer classes examined; cancellations made prior to start of classes so students can be redirected into other courses; classes added as needed (dependent upon resources available); status updates brought to President's Cabinet
August	CIO	FY spreadsheet updated with summer numbers
August	CIO and Deans	Fall classes examined; cancellations made prior to start of classes so students can be redirected into other courses; classes added as needed (dependent upon resources available); status updates brought to President's Cabinet
August	CIO and Deans	Spring Schedule is developed; schedule reviewed in EMT prior to finalization of the schedule to assure that schedule meets FTES expectation; alterations made if FTES target is not going to be met
November/December	CIO	FY spreadsheet updated with Fall numbers; information shared at President's Cabinet to strategize regarding FTES status



January	CIO and Deans	Spring classes examined; cancellations made prior to start of classes so students can be redirected into other courses; classes added as needed (dependent upon resources available); status updates brought to President's Cabinet
February/ March	CIO	FY spreadsheet updated with Spring numbers; information shared at President's Cabinet to strategize regarding FTES status
May/June		FY spreadsheet finalized



5

Based on the aforementioned, the CIO creates a distribution chart of FTEF and FTES for each division/department working with the deans and chairs.

What is the plan for the centers??



WCH Allocations for 2014-15

SCHOOL	Fall/Spring - 2014-15	
	WCH	FTES
	Allotted	Target
Arts and Letters	3,135	3,002
Library	24	22
Counseling	57	61
CTE	2,386	2,403
Math and Science	3,792	3,995.5
TOTALS	9,394	9,522

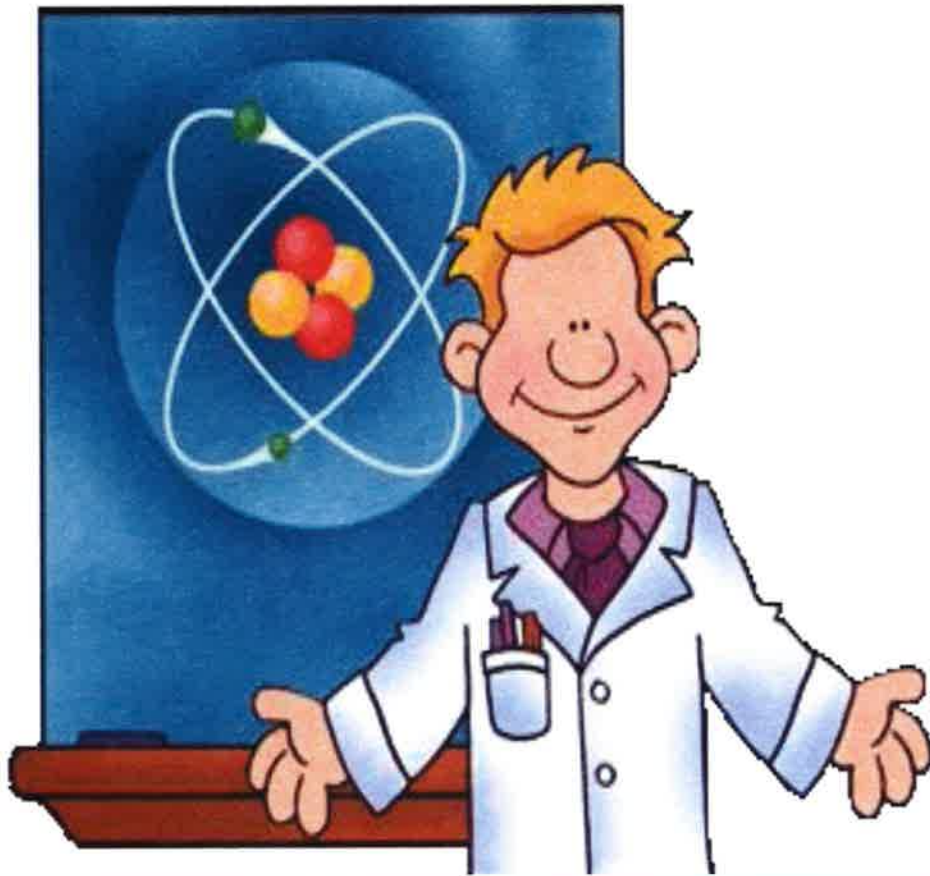
Best Practices
and Things You
Have to Do -



We schedule for students.



Classes offered should be based on classes that students need, not historical patterns.

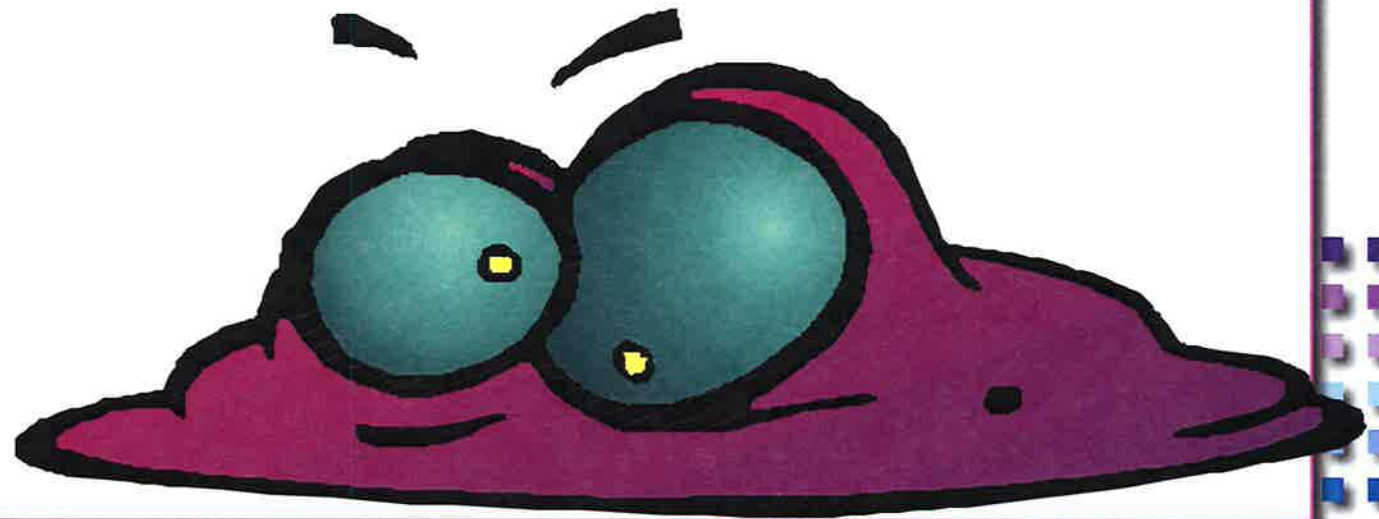


Important factors are being able to link schedule development with:

- Student Ed Plans
- Education Master Plan
- CCC mission
- Community needs
- Student Equity Plan
- SSSP Plan
- Other?



Establish time blocks to maximize efficiency for students, teachers, and classrooms. Stay in time blocks. It should be monitored every semester.



**2 Days Per Week -Full Term
3 Hour Lecture - 48 Hours**

Day	Time Block
MW	8 am - 9:20 am
MW	9:30 am- 10:50 am
MW	11:00 am- 12:20 pm
MW	12:30 pm - 1:50 pm
MW	2:00 pm - 3:20 pm
MW	3:30 pm - 4:50 pm
MW	5:00 pm - 6:20 pm
TTH	8 am - 9:20 am
TTH	9:30 am- 10:50 am
TTH	11:00 am - 12:20 pm
TTH	12:30 pm - 1:50 pm
TTH	2:00 pm - 3:20 pm
TTH	3:30 pm - 4:50 pm
TTH	5:00 pm - 6:20 pm

**2 Days Per Week -Full Term
4 Hour Lecture - 64 Hours**

Day	Time Block
MW	7:30 am - 9:20 am
MW	9:00 am - 10:50 am
MW	11:00 am - 12:50 pm
MW	1:00 pm - 2:50 pm
MW	3:00 pm - 4:50 pm
MW	5:00 pm - 6:45 pm
TTH	7:00 am - 8:50 am
TTH	9:00 am - 10:50 am
TTH	11:00 am - 12:50 pm
TTH	1:00 pm - 2:50 pm
TTH	3:00 pm - 4:50 pm
TTH	5:00 pm - 6:45 pm

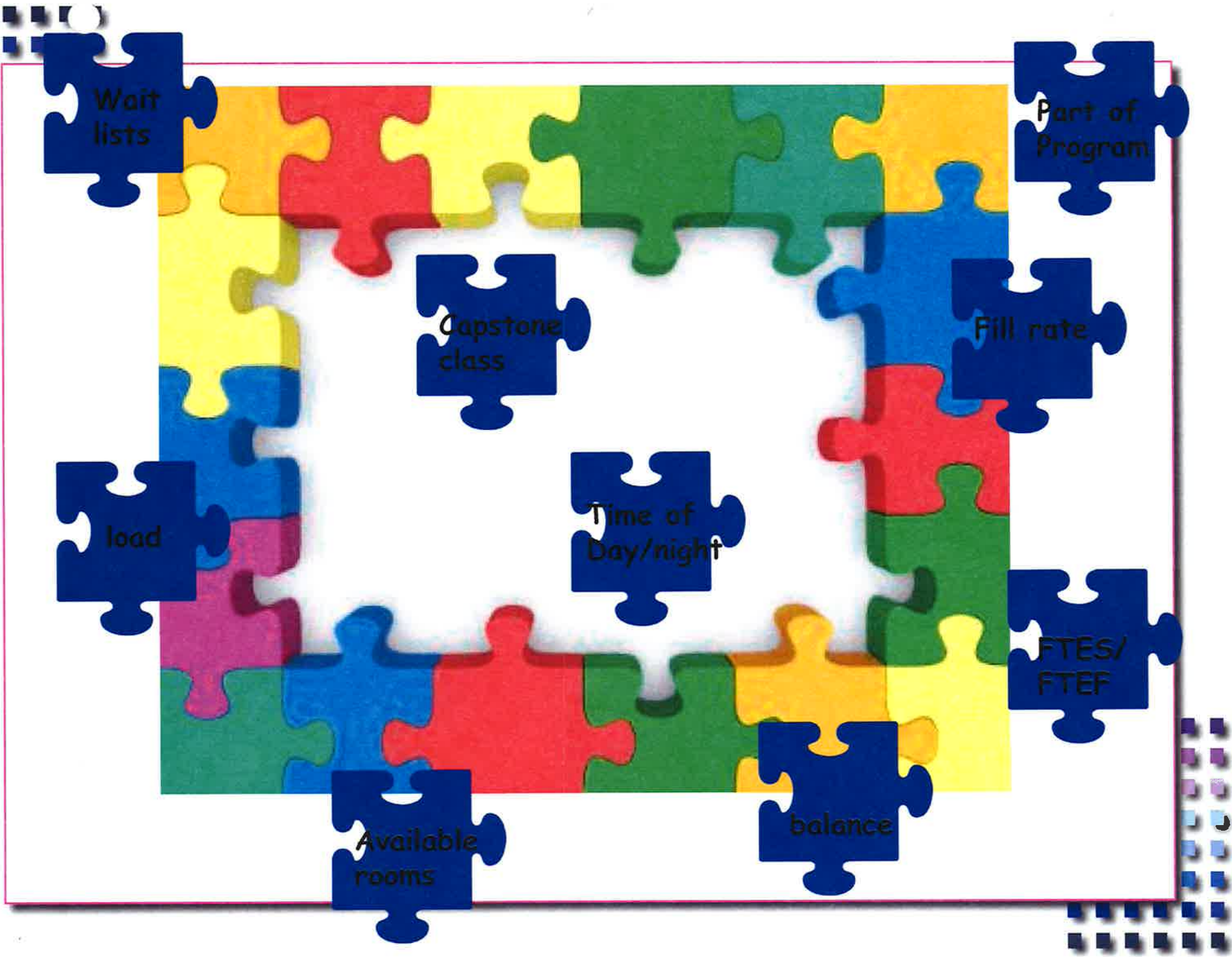
**2 Days Per Week -Full Term
5 Hour Lecture - 80 Hours**

Day	Time Block
MW	8:00 am -10:20 am
MW	10:30 am - 12:50 pm
MW	1:00 pm - 3:20 pm
MW	3:30 pm - 5:50 pm
TTH	8:00 am -10:20 am
TTH	10:30 am - 12:50 pm
TTH	1:00 pm - 3:20 pm
TTH	3:30 pm - 5:50 pm

1 Day Per Week -Full Term

Day	Time Block
MTWTH*	2:30 pm - 5:20am
M or T or W or TH	7:00 pm - 9:50 pm
Friday	Needs to end before noon
Friday	Starts after noon

Sample Time Blocks



Wait lists

Part of Program

Capstone class

Fill rate

load

Time of Day/night

FTES/ FTEF

Available rooms

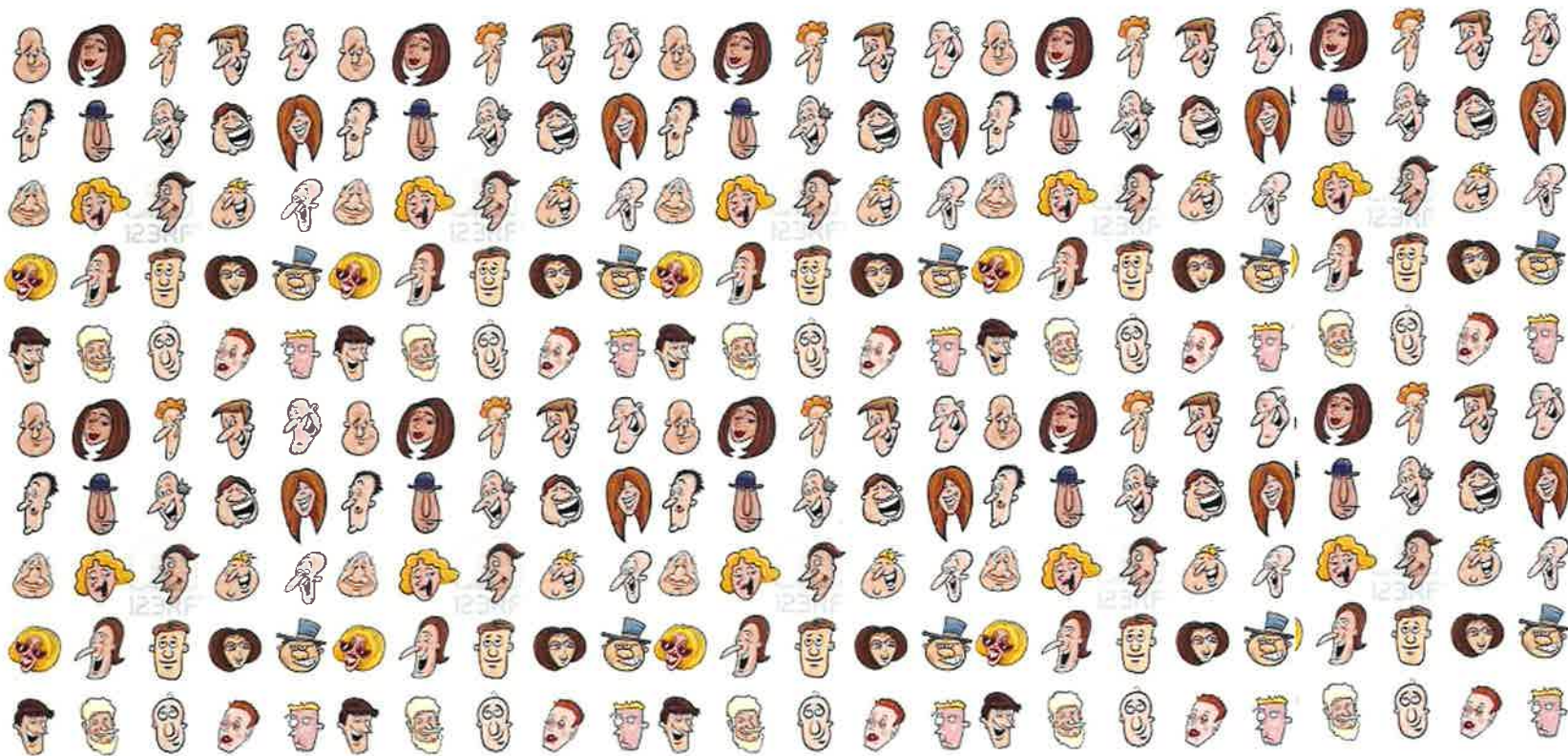
balance

Look at the fill rate of your courses.
What is a good fill rate?




Why Use Fill Rates?

Why Most Colleges Use Wait Lists





New Accreditation Standards

- ACCJC wants to see your analysis of programs to assure that students can graduate on schedule -
 - Utilization of two-year plans for each program in the college
 - Analysis of IGETC/CSU Certification
- 

Think in systems. Look at your program needs on
a 2-year basis.

Analyze, analyze, analyze

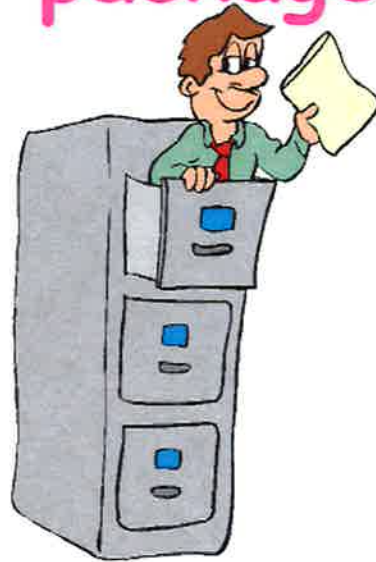


Course	Title	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016
HORT 115*	Soil Science		X			X	
HORT 116*	Plant Science	X	X		X	X	
HORT 117*	Plant Identification	X	X			X	
HORT 121*	Landscape Management	X			X		
HORT 126*	Landscape Irrigation		X			X	
HORT 127*	Landscape Design	X			X		
HORT 128*	Landscape Construction		X				
HORT 134*	Plant Pest Control	X			X		
HORT 110***	Basic Horticulture						X
HORT 111***	Intro to Agri-Bus Mgmt		X			X	
HORT 118***	Arboriculture						
HORT 130***	Adv Irrigation Design						
HORT 132***	Turf Management						X
HORT 299***	Coop Work Exp	X	X		X	X	

* Required Course; ** One of Two Courses Required; *** Select One Course

Publish and distribute copies of the plans to students interested in the programs.

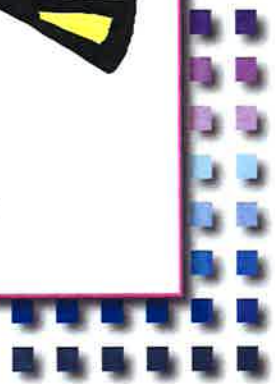
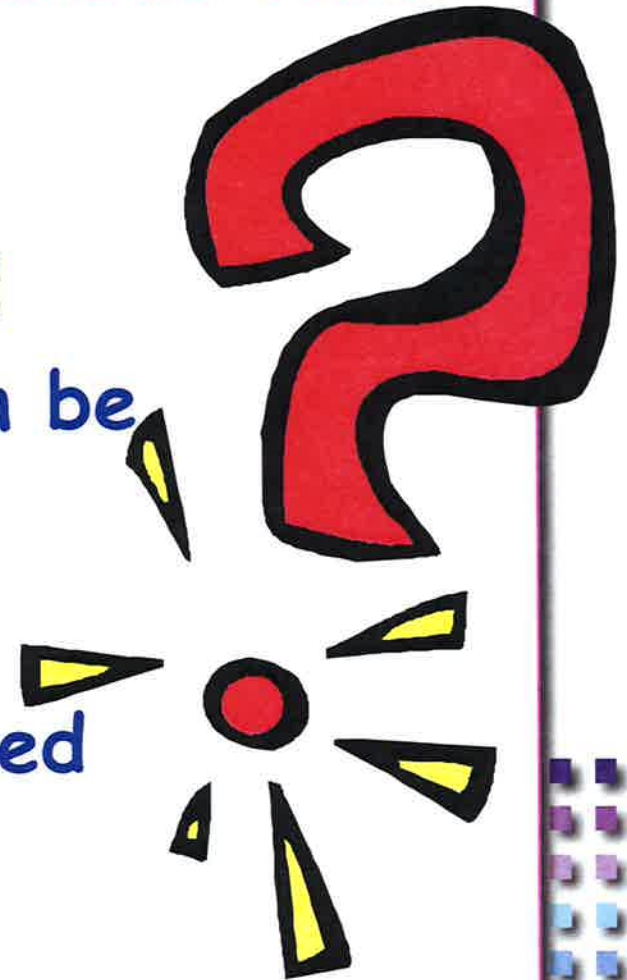
Have transfer packages available too!



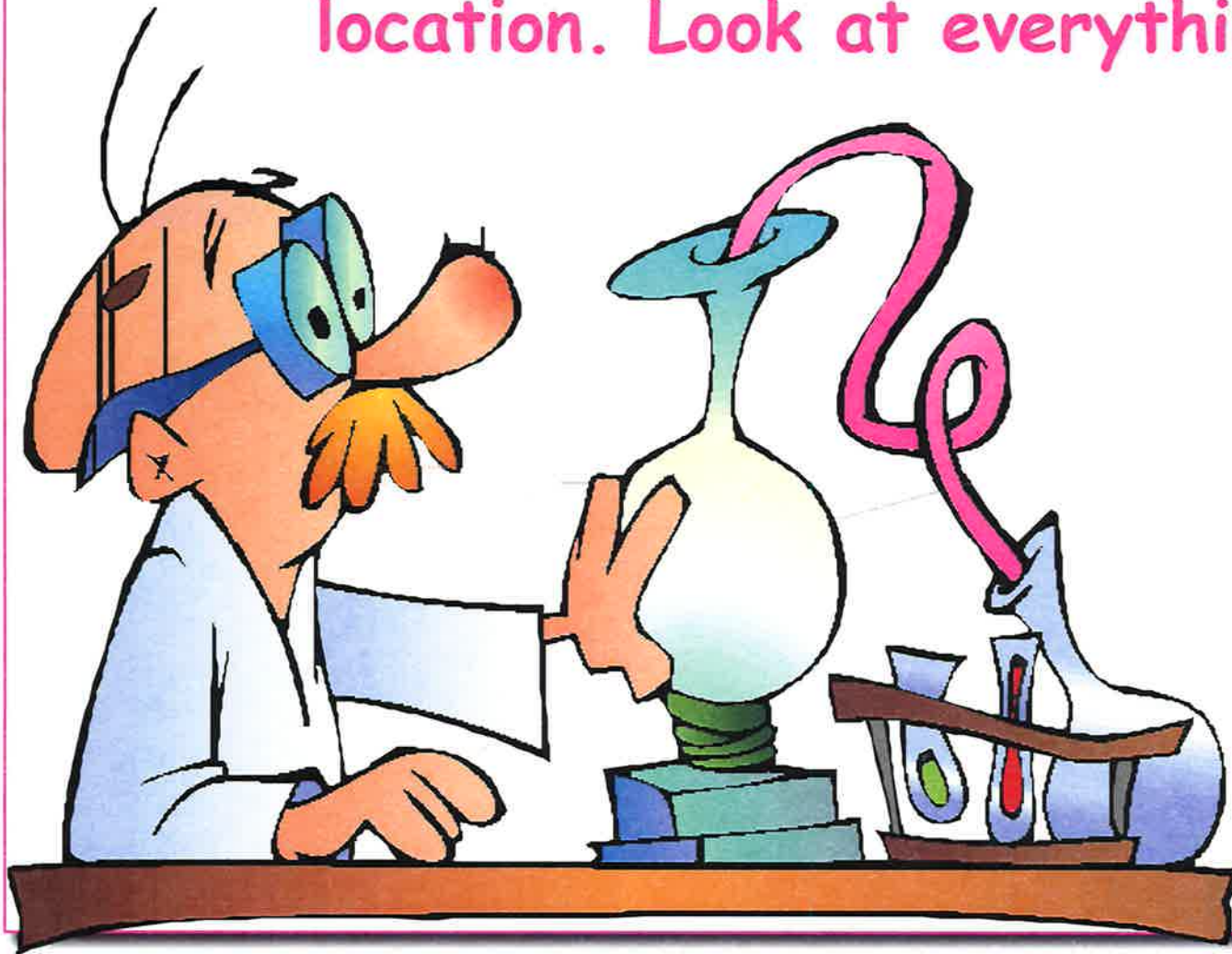
- 
- What are the advantages of assigning rooms?? (with 2 year analysis of room utilization)

Analyze which programs need
Big rooms and which ones can be
In smaller rooms.

Assign rooms according to need



Examine the IGETC/CSU patterns for your college. Look by day/night. Look by location. Look at everything!



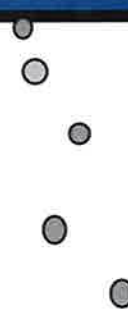
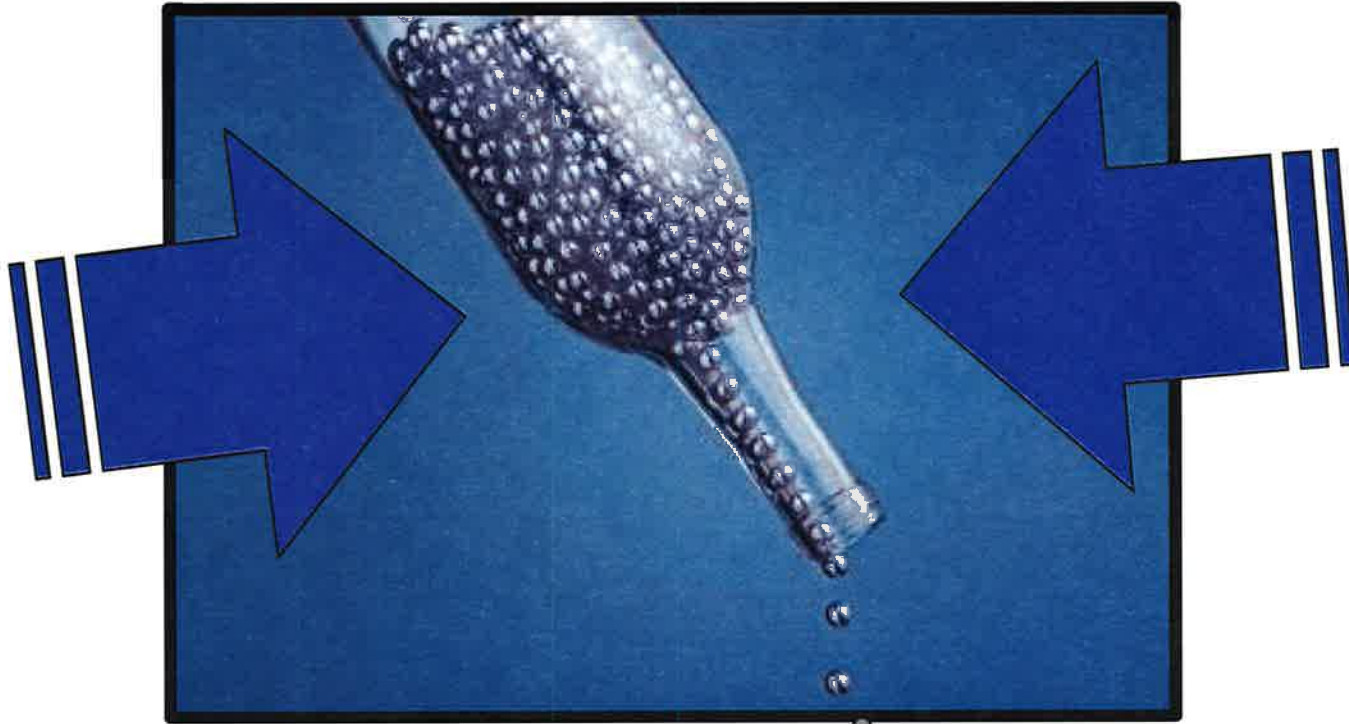
IGETC – Oceanside Campus

Text

Monday & Wednesday Classes

Start Time	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
7-7:30 a.m.	ENGL 100	MATH 103	PHIL 101	PSYC 100		SPAN 101 (MTWT)
	ENGL 100			SOC 101		
	ENGL 201					
8-8:45 a.m.	ENGL 202			SOC 101		ITAL 101
9 a.m.	COMM 101	MATH 125	ART 258	ADM 100	BIO 101	SPAN 101 (MTWT)
	ENGL 100	MATH 150	DRAM 108	ECOM 101	CHEM 104	
	ENGL 100	MATH 280	FILM 106	GEOG 104	OCEA 101	
		PSYC 104	HUMN 250	HIST 111		
		SOC 104	LIT 270	PSYC 100		
10-10:30 a.m.	COMM 101		ART 259	ECON 102	ASTR 101	SPAN 101 (MTWT)
	ENGL 100		HIST 104	HIST 110	BIO 170	
			LIT 250	PSYC 101	GEOG 101	
			SPAN 201	PSYC 103	PHSN 108	
				SOC 103		
11-11:30 a.m.	ENGL 100	MATH 125				
	ENGL 201	MATH 155				
12 noon	ENGL 100		SPAN 202	COMM235	BIO 101	
	COMM 101			HIST 101		
				PSYC 101		
				SOC 101		
1-1:30 p.m.	ENGL 202		ART 157	ECON 101	CHEM 110	JAPN 101
	COMM 101		HIST 103	GEOG 102	PHSN 101	SPAN 101
	COMM 108			ADM 105	PHYS 151	
				SOC 105	PSYC 280	
				CHLD 121	ASTR 101	
2-2:30 p.m.	ENGL 100			PSYC 121		
	ENGL 100					
3-3:45 p.m.	COMM 108			PLSC 103	CHEM 102	FREN 101
	ENGL 201			PSYC 100	CHEM 100	
4-4:45 p.m.	ENGL 100	MATH 115	ART 280		ANTH 101	SPAN 101
5-5:15 p.m.	COMM 101	MATH 125		ECON 102	CHEM 111	
		MATH 135			PHYS 111	
		MATH 150			BIO 101	
6 p.m. or later			SPAN 201		CHEM 108	CHNS 101
			GRMN 201			JAPN 101
						GRMN 101
						SPAN 101

Investigate student bottlenecks



Talk to your Counseling Faculty throughout your Scheduling Process





Flex

- Make sure flex requirements are by type of class, not type of faculty classification
- 



What are MPC's
Next Steps?



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Join Us at the VPSS Forum Today!

1 message

Susan Kitagawa <skitagawa@mpc.edu>

Fri, Mar 18, 2016 at 8:17 AM

To: ALL USERS <allusers@mpc.edu>

Dear Campus Community,

Please join us in welcoming Dr. Veronica Owles to Monterey Peninsula College. Dr. Owles will be featured at the Vice President, Student Services forum today from 2:30pm to 3:30pm in Lecture Forum-102.

Hope to see you there!

—

Regards,

Susan Kitagawa
Associate Dean, Human Resources
Monterey Peninsula College
831.646.4014

 **Dr. Veronica Owles (1).pdf**
138K

Finalist for Vice President of Student Services

Dr. Veronica Owles **Biographical Statement**



With passion, humor, and the ability to positively challenge everyone she meets, Dr. Veronica (Vicky) Owles changes lives. Dr. Owles has spent her career working with and successfully mentoring college students on their academic journeys. As an administrator, she has worked with talented teams of higher education professionals to create success strategies and initiatives helping to improve enrollment and completion rates. Her high energy style and ability to engage everyone she meets will impact you. Her enthusiasm for life is contagious and her love of inspiring everyone to be a better person in this diverse world we live in will leave you wondering...How can I make a difference? What is my legacy?

Dr. Owles has over 25 years of progressive and professional student affairs experience at institutions such as George Mason University, The College of New Jersey, Georgetown University, and Florida International University. Most recently, Dr. Owles served as Dean of Students and Chief Student Affairs Officer at Miami Dade College (Kendall Campus) in Miami, Florida. Past experiences include extensive student affairs involvement working with student government associations, new student orientation, student activities, residential life, global education, and leadership development. She has also served as an adjunct professor teaching in both undergraduate and graduate courses in college success, women's studies and higher education administration.

She earned her bachelor's degree in psychology from Longwood University and a master's degree in counseling and development from George Mason University. In April 2009, she received her Ed.D in higher education administration from Florida International University. Her dissertation was titled *"The Experiences of Cuban American Women Attending a Hispanic Serving Institution and the Influences on Identity Development."*



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Regular Board Meeting, March 23, 2016

1 message

Shawn Anderson <sanderson@mpc.edu>
To: ALL USERS <allusers@mpc.edu>
Cc: Walter Tribley <wtribley@mpc.edu>

Fri, Mar 18, 2016 at 11:55 AM

Dear MPC:

The Governing Board will meet on Wednesday, March 23, 2016 at MPC's Library & Technology Center (980 Fremont Street, Monterey). Meeting times are listed below.

Closed Session: 11:00 a.m., Stutzman Room
Regular Meeting: 1:30 p.m., Sam Karas Room

The Board packet has been uploaded to the Board of Trustees webpage.

Have a great weekend!

Best Regards,
Shawn

-

Shawn Anderson

Executive Assistant to the Superintendent/President and the Governing Board

Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940
www.mpc.edu
sanderson@mpc.edu
Phone: (831) 646-4272



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] 2016 President's Address to the Community

1 message

Shawn Anderson <sanderson@mpc.edu>

Fri, Mar 18, 2016 at 6:31 PM

To: ALL USERS <allusers@mpc.edu>

Cc: Walter Tribley <wtribley@mpc.edu>, Rebecca Michael <rmichael@mpc.edu>

We are expecting to sell out this year - make your reservation or sponsor a table before it's too late!

Make Your Reservations Now!

10th ANNUAL PRESIDENT'S ADDRESS TO THE COMMUNITY

April 22, 2016



Featuring
Dr. Walter Tribley,
MPC
Superintendent/President,
delivering the President's
Address.



Honoring
**Dan and Joanne
Albert,**
the 2016
President's
Awardees.

Monterey Marriott

350 Calle Principal, Monterey, CA 93940

[\(open map link\)](#)

April 22, 2016

11:30 AM - 1:30 PM

Lunch served at 11:45 AM



Register Now

Make a reservation or sponsor a table by visiting our event webpage or calling 831.646.4120

[REGISTER](#)

Donate in Honor of Dan and Joanne Albert

Whether you're able to attend or not, you may make a donation in honor of our 2016 Awardees, Dan and Joanne Albert, by visiting the event webpage or mailing a check to the MPC Foundation at 980 Fremont Street, Monterey, CA 93940.

[DONATE](#)

MPC Foundation | 831.646.4120 | [Email](#) | [Website](#)

Thank you to our



Our Business Partners make events like this one possible, as well as all of our impactful programs. [Click here to learn more about our Business Partners.](#)

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1st Capital Bank
California American Water
The Monterey County Herald
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Printworx
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Lozano Smith, LLP
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Monterey Credit Union



MPC Foundation, 980 Fremont Street, Monterey, CA 93940

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Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Join us on Monday for the VPSS Forum

1 message

Susan Kitagawa <skitagawa@mpc.edu>

Sun, Mar 20, 2016 at 10:53 AM

To: ALL USERS <allusers@mpc.edu>

Dear Campus Community,

Please join us in welcoming Dr. Kim McGinnis to Monterey Peninsula College. Dr. McGinnis will be featured at the Vice President, Student Services forum on Monday from 2:30pm to 3:30pm in Lecture Forum-103.

Hope to see you there!

—

Regards,

Susan Kitagawa
Associate Dean, Human Resources
Monterey Peninsula College
831.646.4014

 **Dr. Kim McGinnis (1).pdf**
216K

Finalist for Vice President of Student Services

Dr. Kim McGinnis **Biographical Statement**



Dr. Kim McGinnis is the Dean of Student Services at Miami Dade College Medical Campus. Prior to arriving in Miami, she served as Williamsburg Technical College's eighth president and the College's first woman President in Kingstree, SC. Additional positions held in the educational field include Vice President of Continuing Education at James Sprunt Community College in Kenansville, NC; Director of Occupational Extension Training, Corporate and Community Education with Carteret Community College in Morehead City, NC; Dean of Technical and Vocational Programs at Mayland Community College in Spruce Pine, NC;

and Horticulture Programs Department Head and Faculty, also at Mayland.

Dr. McGinnis has received the Excellence in Teaching Award from the North Carolina State Board of Community Colleges and was recognized as the Outstanding Faculty Member at Mayland Community College. She was selected as the Dallas Herring Fellow for the Future President's Institute representing the North Carolina Community College System in 2008 and more recently was selected to represent Miami Dade College at the Florida College System's Chancellor's Leadership Seminar. Additionally, Dr. McGinnis was elected to serve on the Florida College System Board of the Council of Student Affairs. She is past President of the American Association of Women in Community Colleges, NC Chapter and received the Glass Ceiling Award from South Carolina's Chapter of Women in Higher Education.

Currently, Dr. McGinnis is actively involved in Rotary International as Past President of the Miami Airport Rotary Club and is a Paul Harris Fellow. Previously, she was the membership chair for the Kingstree Rotary Club, and President Elect for the Duplin Rotary Club. She is also a Junior Achievement Volunteer and volunteers her time for worthwhile causes such as Breast Cancer Awareness, the National Parkinson Foundation's Moving Day, and the Miami Homeless Mission, to name a few.

Dr. McGinnis holds a Bachelor of Science degree in Landscape Horticulture from North Carolina State University in Raleigh, NC; a Master of Arts degree in Education from Western Carolina University in Cullowhee, NC; a Master of Science degree in Psychology from Capella University and a Doctorate in Educational Leadership and Policy Analysis from East Tennessee State University in Johnson City, TN.



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Passing of Former MPC Faculty Maureen Girard and Bernard C. Revoir

1 message

Shawn Anderson <sanderson@mpc.edu>
To: ALL USERS <allusers@mpc.edu>
Cc: Walter Tribley <wtribley@mpc.edu>

Mon, Mar 21, 2016 at 10:20 AM

SENT ON BEHALF OF DR. WALT TRIBLEY, MPC SUPERINTENDENT/PRESIDENT

Dear MPC,

I regret to inform you that former MPC faculty Maureen Girard and Bernard C. Revoir passed away in January of this year. More information may be found in the attached obituaries.

Please keep their families and friends in your thoughts during this difficult time.

Warmest Regards,

Walt

—
Walt Tribley, Ph.D.

Superintendent/President

Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940

*"We are braver and wiser because they existed, those strong women and strong men...
We are who we are because they were who they were. It's wise to know where you come from, who called your
name."
Maya Angelou*

2 attachments

 **Obituary_Bernard C Revoir.docx**
21K

 **Obituary_Maureen Girard.docx**
21K

Maureen Girard (1940-2016)

Maureen's spirit went searching, alone from her body, on the morning of January 13th. She left peacefully in bed, with her husband Gary and their dog Chibi by her side. Born May 22, 1940, she was inquisitively interested in religions, and was an accomplished first violinist in the 1957 North Hollywood High Orchestra. She retained long-term friendships with "the buddies" from her early schooling. In 1959 she married Gary Girard. Together they raised a wonderful family of three individualist daughters: Amanda, Gabrielle, and Michele. The family moved from the San Fernando Valley to Carmel in 1971. Maureen continued her education through San Jose State, then became a valued English professor at Monterey Peninsula College for 25 years, where she taught and counseled students as a loving mentor. She also served as chair of the English Department and as a leader of the Lindamood program at MPC. Maureen was an avid genealogist, reader, and life-long learner. In 2008, the couple moved to Pacific Grove for a pleasant retirement, discovering there many wonderful friends and neighbors. Diagnosed with advanced pancreatic cancer in August 2015, she chose palliative care only. Dr. John Hausdorff and Shary Farr were her guides, and the caregivers of Hospice of the Central Coast and aide Debra became warm presences in the Girard home. Following Maureen's wishes, a small family service will be held. If desired, one may honor Maureen's memory through a donation to any of her favorite causes: MPC's Reading Center (in care of the MPC Foundation), Monterey County Free Libraries' Adult Literacy Program, Tor House Foundation, and Share International.

Bernard C. Revoir (1922-2016)

Formerly of Monterey and Salinas Bernard C. Revoir died 1/24/2016 at the age of 93. He lived in Monterey - Salinas area from 1957 to 2000. Bernie, as known to his friends, loved flying, was an avid golfer, hiker, traveler and gardener.

Born in Syracuse, New York, 1922, Bernard grew up in Cazenovia and New Woodstock, NY. He attended Cazenovia High School, graduating in 1940, then went on to Wittenberg College and Syracuse University. In 1942, he joined the Army Air Force for pilot training. After graduating from Luke Air Base, Phoenix, Arizona, he was assigned to flying B-25 Mitchell Bombers in the Pacific. As a member of the 42nd bomb group, "Jungle Air Force," he completed 34 low level strafing and bombing missions over Borneo, New Guinea and the Philippines. He served in the Air Force Reserve for 28 years and retired as Lt. Colonel.

After World War II, Bernard attended Toledo University and received his Masters Degree from the University of Michigan. He taught Business Administration at Monterey Peninsula College, Monterey, CA for thirty years. He developed the Aviation Program at the college and was a flight instructor with the local Fort Ord and Navy flying clubs.

Bernard leaves his children JoAnn Revoir, Aptos, CA and sons James Revoir, Larkspur, CA and Richard Revoir, Half Moon Bay, CA. Grandsons Grayson Revoir, Nicolas Revoir and sister Barbara Jean Revoir Williams, of Oak Grove, CA. His father was Rev. Lester C. Revoir. His stepmother was Gertrude West Revoir.

The family suggest memorial contributions be made to their local Hospice.



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Join us on Tuesday for the VPSS Forum

1 message

Susan Kitagawa <skitagawa@mpc.edu>

Mon, Mar 21, 2016 at 6:26 PM

To: ALL USERS <allusers@mpc.edu>

Dear Campus Community,

Please join us in welcoming Dr. Geisce Ly to Monterey Peninsula College. Dr. Ly will be featured at the Vice President, Student Services forum on Tuesday from 4:30pm-5:30pm in Lecture Forum-102.

Hope to see you there!

—

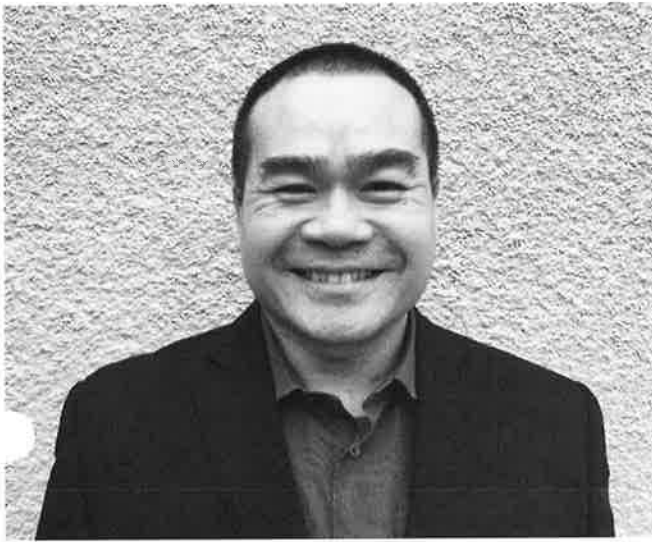
Regards,

Susan Kitagawa
Associate Dean, Human Resources
Monterey Peninsula College
831.646.4014

 **Dr. Geisce Ly (1).pdf**
326K

Finalist for Vice President of Student Services

Dr. Geisce Ly **Biographical Statement**



Geisce Ly's career reflects more than 20 years of dedicated service helping students from diverse backgrounds get on a path to college and career, planning and executing strategic initiatives, enhancing student access, improving student equity, and developing and implementing policies, procedures, and processes to ensure student success. He joined City College of San Francisco (CCSF) as Dean of the Downtown Center in July 2013 after serving as Dean of the Mendocino Coast Center at College of the Redwoods. As the chief administrator of a branch campus the last eight years, he is

responsible for integrating Academic Affairs, Student Services, and Campus Operations to create a supportive and inclusive learning environment so that every student has a fair chance to thrive and succeed. Recognized for his steadfast commitment to work collaboratively with others to support a positive campus culture, he took on additional responsibilities to help move CCSF forward, such as chairing the Participatory Governance Council, overseeing the Office of Professional Development, and creating equitable student services at eight center locations.

Dr. Ly has taught at Rensselaer Polytechnic Institute and Concordia University Ann Arbor, and counseled students at Penn State University. He has also been active in several community organizations. He is currently on the Yerba Buena Alliance Board of Directors, and was the Board Chair of the Mendocino Coast Chamber of Commerce & Visitor Center and the Board President of the Mendocino Coast Botanical Gardens.

He earned his Bachelor of Arts in Social Ecology from UC Irvine, a Master of Education in Counselor Education (with a concentration in College Student Personnel) from Penn State University, and a Doctorate in Higher Education Administration (with a concentration in Organizational Behavior & Management) from the University of Michigan.



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPCTA and District reach agreement: Joint Communications Revised MOU Course Assessment and Attachments

1 message

Susan Kitagawa <skitagawa@mpc.edu>

Tue, Mar 22, 2016 at 9:09 AM

To: ALL USERS <allusers@mpc.edu>

Dear Campus Community,

Please see the following joint communication from the MPCTA and District negotiating teams regarding the revised MOU for Course Assessments and Attachments A & B. These documents replace the previous MOU and attachments dated march 9, 2016. Thank you.

MPCCD AND MPCTA
JOINT COMMUNICATION

The MPCCD and the MPCTA have reached agreement regarding compensation for the assessment of courses taught in spring 2015 and fall 2015 in light of the need for the college to have more course student learning outcomes assessed as a result of the August 12, 2015 letter from ACCJC regarding "Notice of Enhanced Monitoring and Possible Special Report".

The teams used the interest based bargaining (IBB) process to reach agreement. There are 216 courses that were offered in spring 2015 and fall 2015 that have not been assessed as of March 11, 2016 (Attachment A). Additionally, there are 185 courses that were offered in spring 2015 and fall 2015 that were assessed between August 12, 2015 and March 11, 2016 (Attachment B).

In the event, a course was offered in spring 2015 or fall 2015 and does not appear on either Attachment A or B and was either assessed after August 12, 2015 or will be assessed before June 17, 2016, it should be brought to the attention of the division chair to address with the dean. The dean will verify the class offering and completion of the assessment report to determine eligibility for the stipend.

The teams agreed that instructors who have assessed or will assess the student learning outcomes for courses Attachments A and B via the instructor reflections process will be compensated.

A full-time faculty member will be compensated \$100 for assessing Student Learning Outcomes for each course they assess on Attachments A and B. Only one faculty shall be compensated for each course on both lists. If no full-time faculty member taught the course, then an adjunct instructor can be compensated for assessing the course. The division chairs will be asked to put together a list of whom they recommend in their divisions to complete these assessments. These recommendations will be submitted to their appropriate dean by March 25, 2016. The dean shall review and modify and/or approve the list of faculty and forward to the division chair by April 4, 2016. The division chair will contact faculty after April 4, 2016 if assigned to complete a course assessment based on Attachment A.

Faculty are encouraged to complete these course assessments by March 31, 2016, so that this data can be included in the annual accreditation report. For this data to be included in the college's accreditation self-study document, these assessments would need to be completed by May 18, 2016 prior to the May 2016 Board Meeting. The final deadline for faculty to be compensated for completing assessments on this list of courses (Attachment A) would be June 17, 2016.

The MPCTA and the District are pleased to share this joint communication to inform you that through the Interest Based Bargaining (IBB) process, we have worked collaboratively to provide this short term resolution of the backlog of Student Learning Outcome assessments. There will be ongoing discussions concerning how to address outcome assessment in the language of any successor contract between the District and the MPCTA.

—
Regards,

Susan Kitagawa
Associate Dean, Human Resources
Monterey Peninsula College
831.646.4014

 **Revised MOU Course Assessment w Attachments A&B 20160321.pdf**
1125K

Monterey Peninsula Community College District
And
Monterey Peninsula College Teachers Association (MPCTA)/CTA/NEA

**MEMORANDUM OF UNDERSTANDING
ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR COURSES**

MARCH 21, 2016

Whereas the Monterey Peninsula Community College District (the District) received a correspondence from the Accrediting Commission for Community and Junior Colleges (ACCJC) on August 12, 2015 informing the District that it had been flagged for enhanced monitoring on the basis of its responses in the March 2015 Annual Accreditation Report regarding student learning outcomes assessment practices;

Whereas the ACCJC expressed its concern and expectation that in accordance with the Accreditation Standards that institutions participate in ongoing assessment of student learning outcomes of all of their courses and programs;

Whereas the ACCJC recommended that the District consider and evaluate a list of programs for which 40% or more of the included courses are without ongoing assessment.

Therefore, the Parties have met and negotiated using the Interest Based Bargaining Process and agree to the following:

1. There are 216 courses that were offered in spring 2015 and fall 2015 that have not been assessed as of March 11, 2016. (Attachment A)
2. There are 185 courses that were offered in spring 2015 and fall 2015 that were assessed between August 12, 2015 and March 11, 2016. (Attachment B)
3. In the event, a course was offered in spring 2015 or fall 2015 and
 - a) does not appear on either Attachment A or B and
 - b) was either assessed after August 12, 2015 or
 - c) will be assessed before June 17, 2016,
it should be brought to the attention of the division chair to address with the dean. The dean will verify the class offering and completion of the assessment report to determine eligibility for the stipend.
4. Full-time and part-time faculty shall be compensated \$100 for completing the assessment of student learning outcomes for each course on both lists of courses by completing the instructor reflections process. (Attachments A and B)

5. Only one faculty shall be compensated for each course on both the lists. (Attachments A and B)
6. Part-time faculty shall be compensated for the assessment of student learning outcomes for the courses that were taught only by part-time faculty. Full-time faculty shall be compensated for the assessment of student learning outcomes for the courses that were taught by full-time faculty.
7. Division chairs shall recommend and forward to the Dean of the division a list of faculty who shall be assigned and compensated for the assessment of the student learning outcomes for each course on Attachment A by March 25, 2016.
8. The Dean shall review and modify and/or approve the list of faculty and forward to the Division Chair by April 4, 2016.
9. Faculty are strongly encouraged to complete the assessments by the following priority dates:
 - a. Priority One: March 31, 2016 to be included in the ACCJC Annual Accreditation Report.
 - b. Priority Two: May 18, 2016 to be included in the accreditation self study.
 - c. Priority Three and final deadline for submission and compensation: June 17, 2016.
10. Faculty shall be paid, upon completion and verification of receipt of the assessments (instructor reflections).
11. Long term - discuss potentially including course assessments in professional responsibilities/duties and flex.

The parties agree to the terms of this Memorandum of Understanding on the 21st day of March 2016. This MOU shall not be precedent setting and shall not constitute a past practice. The agreement shall be ratified by of the Board of Trustees of Monterey Peninsula Community College District.

For MPCCD

 Kiran Kamath

 Aisling Kitagawa

For MPCTA

 Paula Gilbert

	A	B	C	D	E	F	G	H	I	J	K	L
34	31	Creative Arts	ARTC2D	Margaret	Alonas-Kodl							
35	32	Creative Arts	ARTC3D	Diane	Eisenbach							
36	33	Creative Arts	ARTC4C	Diane	Eisenbach							
37	34	Creative Arts	ARTC4D	Diane	Eisenbach							
38	35	Creative Arts	ARTD1B	Gary	Quinonez							
39	36	Creative Arts	ARTD1C	Gary	Quinonez							
40	37	Creative Arts	ARTD1D	Gary	Quinonez							
41	38	Creative Arts	ARTD40D	Theresa	Lovering- Brown							
42	39	Creative Arts	ARTD41C	Theresa	Lovering- Brown							
43	40	Creative Arts	ARTD43C	Brown	Theresa							
44	41	Creative Arts	ARTD6A	Peter	Partch							
45	42	Creative Arts	ARTD6B	Peter	Partch							
46	43	Creative Arts	ARTD6C	Peter	Partch							
47	44	Creative Arts	ARTD7A	Gary	Quinonez							
48	45	Creative Arts	ARTD7B	Gary	Quinonez							
49	46	Creative Arts	ARTG11	Ed	Eyth							
50	47	Creative Arts	ARTP10	Celia	Lara							
51	48	Creative Arts	ARTP15	Martha	Casanave							
52	49	Creative Arts	ARTS12B	Claire	Thorson							
53	50	Creative Arts	ARTS12C	Claire	Thorson							
54	51	Creative Arts	ARTS12D	Claire	Thorson							
55	52	Creative Arts	ARTS13A	Margaret	Niven							
56	53	Creative Arts	ARTS13B	M	Niven							
57	54	Creative Arts	ARTS21.1	Robert	Lamp							
58	55	Creative Arts	ARTS21.2	Claire	Thorson							
59	56	Creative Arts	ARTS21.4	Margaret	Niven							
60	57	Creative Arts	ARTS33	Robynn	Smith							
61	58	Creative Arts	ARTS40B	Robynn	Smith							
62	59	Creative Arts	ARTS40C	Claire	Thorson							
63	60	Creative Arts	ARTS45	Robynn	Smith							
64	61	Creative Arts	ARTS61B	Mai	Ryuno							
65	62	Creative Arts	ARTS62A	Mai	Ryuno							
66	63	Creative Arts	ARTS63B	Robynn	Smith							
67	64	Creative Arts	ARTS65.2	Evelyn	Klein							

	A	B	C	D	E	F	G	H	I	J	K	L
68	65	Creative Arts	ARTS68	Robynn	Smith							
69	66	Creative Arts	ARTS72A	Robynn	Smith							
70	67	Creative Arts	ARTS72B	Robynn	Smith							
71	68	Creative Arts	ARTS81	Craig	Sanders							
72	69	Creative Arts	ARTV5A	Barbara	Boes							
73	70	Creative Arts	ARTV9	Barbara	Boes							
74	71	Creative Arts	MUSI10C	Sal	Ferrantelli	John	Anderson					
75	72	Creative Arts	MUSI10D	Sal	Ferrantelli	John	Anderson					
76	73	Creative Arts	MUSI14A	Richard	Bryant							
77	74	Creative Arts	MUSI14B	Richard	Bryant							
78	75	Creative Arts	MUSI25	Sal	Ferrantelli							
79	76	Creative Arts	MUSI32	David	Hoffman	Alexis	Olsen					
80	77	Creative Arts	MUSI48B	Robert	McNamara							
81	78	Creative Arts	MUSI50B	Barney	Hulse							
82	79	Creative Arts	MUSI50C	Barney	Hulse							
83	80	Creative Arts	MUSI50D	Barney	Hulse							
84	81	Creative Arts	MUSI90	Barney	Hulse	John	Anderson					
85	82	Creative Arts	THEA15A	Laura	Cote							
86	83	Creative Arts	THEA21A	Dan	Beck							
87	84	Creative Arts	THEA58C	Gary	Bolen							
88	85	Creative Arts	THEA59C	Danny	Gotch							
89	86	Creative Arts	THEA64A	M	Jacobs							
					Deskin-							
90	87	Creative Arts	THEA64B	Kathleen	Jacobs							
91	88	Creative Arts	THEA65	Lawrence	Welch	Michael	Jacobs					
92	89	Creative Arts	THEA67	Danny	Gotch							
93	90	Creative Arts	THEA68	Danny	Gotch							
												Higgenbot
94	91	Creative Arts	THEA74A	M	Jacobs	L	Welsh	Gail				ham
												Higgenbot
95	92	Creative Arts	THEA74D	M	Jacobs	D	Gotch	Gail				ham
							Deskin-					Higginbot
96	93	Creative Arts	THEA75	Michael	Jacobs	Kathy	Jacobs	Gail				ham
97	94	Creative Arts	THEA76	Danny	Gotch							
98	95	Creative Arts	THEA8A	Barbara	Boes							
99	96	Fire and Public Safety	FPTC100	Morgan	Roth							
100	97	Humanities	COMM7	Alex	Hulanicki							
101	98	Humanities	ENGL16	Allston	James							

	A	B	C	D	E	F	G	H	I	J	K	L
102	99	Humanities	ENGL18	Allston	James							
103	100	Humanities	ENGL31	Henry	Marchand							
104	101	Humanities	ENGL32	Henry	Marchand							
105	102	Humanities	ENGL321	Lisa	Watson							
106	103	Humanities	ENGL40B	Anita	Johnson							
107	104	Humanities	ENGL45	Alan	Haffa							
108	105	Humanities	ENGL46	Anita	Johnson							
109	106	Humanities	ENGL5	Henry	Marchand	David		Clemens				
110	107	Humanities	ENGL51	Henry	Marchand							
111	108	Humanities	ENGL52	Henry	Marchand							
112	109	Humanities	ENGL54	Henry	Marchand							
113	110	Humanities	ENSL300	Craig	Sanders							
114	111	Humanities	ENSL323	Brian	Brady							
115	112	Humanities	ENSL326	Craig	Sanders							
116	113	Humanities	ENSL328	Anne	Deffley	Chris		Hart				
117	114	Humanities	FREN225A	Bonnie	Kirk							
118	115	Humanities	FREN2B	Lisa	Gonzales							
119	116	Humanities	FREN90	Bonnie	Kirk							
					Ramsden-							
120	117	Humanities	HUMA30	Sidney	Scott							
121	118	Humanities	HUMS60	Molly	Jansen							
122	119	Humanities	ITAL1A	Scott	Rose							
123	120	Humanities	PERS54	James	Stewart							
124	121	Humanities	SIGN10	Kelly	Stack							
125	122	Humanities	SPAN35A	Marco	Barbosa							
126	123	Humanities	SPCH54	James	Stewart							
127	124	Life Science	ADMJ66	Melanie	Rogers							
					Drown-							
128	125	Life Science	ADMJ68	Dawn	Delfino							
129	126	Life Science	AUTO107	James	Lawrence							
130	127	Life Science	AUTO108	James	Lawrence							
131	128	Life Science	AUTO111	James	Lawrence							
132	129	Life Science	AUTO162	james	Lawrence							
133	130	life Science	FASH70	Cynthia	Singletery							
134	131	Life Science	HOSP40	Dave	Eriksen							
135	132	Life Science	HOSP41	Dave	Eriksen							
136	133	Life Science	HOSP72	Gregory	Hanle							
137	134	Life Science	HOSP77	Andre	Adam							

	A	B	C	D	E	F	G	H	I	J	K	L
138	135	Life Science	HOSP78	Andre	Adam							
139	136	Life Science	HOSP83	Andre	Adam							
140	137	Life Science	HOSP84	Andre	Adam							
141	138	Life Science	HOSP85	Greg	Hanle							
142	139	Life Science	HOSP87	Andre	Adam							
143	140	Life Science	HOSP88	Andre	Adam							
144	141	Life Science	MEDA115	Susan	Carlson							
145	142	Life Science	NUTF2	Susan	Singer							
146	143	Life Science	ORNH61	Margot	Grych							
147	144	Life Science	ORNH63	Margot	Grych							
148	145	Life Science	ORNH65	Margot	Grych							
149	146	PE	DANC11A	Sharon	Took-Zozaya							
150	147	PE	DANC11B	Sharon	Took-Zozaya							
151	148	PE	DANC11C	Sharon	Took-Zozaya							
152	149	PE	DANC11D	Sharon	Took-Zozaya							
153	150	PE	DANC14A	Amy	Farhood							
154	151	PE	DANC14B	Amy	Farhood							
155	152	PE	DANC14C	Amy	Farhood							
156	153	PE	DANC15B	Jamaica	Sinclair							
157	154	PE	DANC15C	Jamaica	Sinclair							
158	155	PE	PFIT15D	Kim	Fujii							
159	156	PE	PFIT17B	Kim	Fujii							
160	157	PE	PFIT17C	Kim	Fujii							
161	158	PE	PFIT17D	Kim	Fujii							
162	159	PE	PFIT180B	Sharon	Took-Zozaya							
163	160	PE	PFIT18B	Kim	Fujii							
164	161	PE	PFIT18C	Kim	Fujii							
165	162	PE	PFIT18D	Kim	Fujii							
166	163	PE	PFIT19D	Janet	Jacinto							
167	164	PE	PFIT22C	Alexis	Smith	Sharon	Osgood					
168	165	PE	PFIT22D	Sharon	Osgood							
169	166	PE	PFIT30C	Sharon	Osgood							
170	167	PE	PFIT90	Blake	Spiering							

	A	B	C	D	E	F	G	H	I	J	K	L
171	168	PE	PHED12C	Mary	Hazdovac							
172	169	PE	PHED12D	Mary	Hazdovac							
173	170	PE	PHED20.5	Justin	Russo							
174	171	PE	PHED22B	Blake	Spiering							
175	172	PE	PHED22C	Blake	Spiering							
176	173	PE	PHED6B	Arturo	Cariel							
177	174	PE	PHED6C	Arturo	Cariel							
178	175	PE	PHED7B	Sharon	Osgood	Alexis	Smith					
179	176	Social Science	ANTH2L	Gina	Michaels							
180	177	Social Science	ANTH6	Gina	Michaels							
181	178	Social Science	ECED62A	Shannon	Watkins							
182	179	Social Science	ECED63	J	Thompson							
183	180	Social Science	ECED72	Cathy	Nyznyk							
184	181	Social Science	EDUC1	Jaye	Luke							
185	182	Social Science	ETNC10	Kendra	Cabrera							
186	183	Social Science	ETNC14	Anthony	Villarreal							
187	184	Social Science	ETNC18	David	Serena							
188	185	Social Science	ETNC24	Kendra	Cabrera							
189	186	Social Science	ETNC25	Kendra	Cabrera							
190	187	Social Science	ETNC30	Katharine	Daniels							
191	188	Social Science	ETNC4	David	Serena							
192	189	Social Science	ETNC5	Kendra	Cabrera							
193	190	Social Science	GENT10	Alan	Haffa	John	Bertreaux	Tom	Logan	Gamble	Madsen	
194	191	Social Science	GENT11	Alan	Haffa	John	Bertreaux	Tom	Logan	Gamble	Madsen	
195	192	Social Science	GENT21	Alan	Haffa	Tom	Logan	Gamble	Madsen			
196	193	Social Science	GENT5	Alan	Haffa	Tom	Logan	Gamble	Madsen	John	Bertreaux	
197	194	Social Science	GENT6	Alan	Haffa	Tom	Logan	Gamble	Madsen	John	Bertreaux	
198	195	Social Science	GENT7	Alan	Haffa	Tom	Logan	Gamble	Madsen	John	Bertreaux	
199	196	Social Science	GENT8	Alan	Haffa	John	Bertreaux	Tom	Logan	Gamble	Madsen	
200	197	Social Science	GENT9	Alan	Haffa	John	Bertreaux	Tom	Logan	Gamble	Madsen	
201	198	Social Science	GEOG2	Keith	Ducote							
202	199	Social Science	GEOG4	Keith	Ducote							
203	200	Social Science	GWOS10	Lauren	Handley							
204	201	Social Science	GWOS30	Katharine	Daniels							
205	202	Social Science	GWOS4	Dawn Rae	Davis							
206	203	Social Science	HIST2	Tom	Logan							
207	204	Social Science	HIST24	Kendra	Cabrera							
208	205	Social Science	HIST47	Tom	Logan							

	A	B	C	D	E	F	G	H	I	J	K	L
209	206	Social Science	HIST5	John	Finell							
210	207	Social Science	HIST7	Michael	Murphy							
211	208	Social Science	HIST8	Michael	Murphy							
212	209	Social Science	POL52	Lauren	Handley							
213	210	Social Science	PSYC3	Ariana	Kalinic	Alicia	O'Neill					
214	211	Social Science	PSYC35	Ronald	Triplett							
215	212	Social Science	PSYC50	Larry	Lachman							
216	213	Social Science	SOCI11	Anthony	Villarreal							
217	214	Social Science	SOCI12	Ariana	Kalinic							
218	215	Social Science	SOCI15	Ariana	Kalinic							
219	216	Social Science	SOCI40	Anthony	Villarreal	Marisol	White					
220												
221												
222	Legend: Red font signifies course is offered every semester.											

	A	B	C	D	E	F	G
1		ATTACHMENT B					
2		COURSES OFFERED - SPRING 2015 AND FALL 2015; ASSESSED BETWEEN AUGUST 12, 2015 AND MARCH 11, 2016					
3		Courses	Last Name	First Name	New course#	Offered in Spring 2015	Offered in Fall 2015
4	1	ADMJ 3: Community and the Justice System	Moller	Scott			X
5	2	ADPE 16: Adapted Flexibility and Movement Techniques	Clements	Mark			X
6	3	ADPE 9: Adapted Personal Fitness	Clements	Mark			X
7	4	ANAT 90: Independent Study	Faust	Heather		X	X
8	5	ARTB 2: Visual Fundamentals: Two-Dimensional Design	mith	robynn		X	X
9	6	ARTC 1B: Ceramic Handbuilding II	Eisenbach	Diane		X	X
10	7	ARTC 3B: Ceramic Sculpture II	Eisenbach	Diane			X
11	8	ARTC 3C: Ceramic Sculpture III	Eisenbach	Diane			X
12	9	ARTC 4B: Kiln-Formed Glass II	Eisenbach	Diane		X	X
13	10	ARTG 12: Page Layout and Typography	Dagdigian	Jamie		X	
14	11	ARTG 15: Graphic Design: Images and Type	Dagdigian	Jamie			X
15	12	ARTG 16: Graphic Arts Production and Pre-Press	Dagdigian	Jamie			X
16	13	ARTP 12A: Digital Photography I	Hanner	Dorian		X	X
17	14	ARTP 55: Alternative Processes	Casanave	Martha		X	
18	15	ARTS 11A: Sketch I	Niven	Margaret		X	
19	16	ARTS 11B: Sketch II	Niven	Margaret		X	
20	17	ARTS 12A: Figure Drawing I	Thorson	Claire		X	X
21	18	ARTS 40C: Painting III	smith	robynn		X	X
22	19	ARTS 41A: Watercolor I	Niven	Margaret		X	X
23	20	ARTS 41B: Watercolor II	Niven	Margaret		X	X
24	21	ARTS 41C: Watercolor III	Niven	Margaret		X	X
25	22	ARTS 9A: Creative Digital Media I	Dagdigian	Jamie		X	
26	23	ASTR 10: Introduction to Astronomy	Muro	Gabriel		X	X
27	24	AUTO 106: Automotive Brake Systems and Safety Inspection	Lawrence	James		X	
28	25	BUSC 117A: Business Machine Calculations I	Phegley	Setsuko		X	X
29	26	BUSC 117B: Business Machine Calculations II	Walker	Jeffrey		X	X
30	27	BUSI 40: Principles of Management	Barrie	Bruce		X	
31	28	BUSI 60: Financial Planning and Money Management	Roesser	Douglas		X	X
32	29	BUSI 62: Principles of Investment	Roesser	Doug			X
33	30	CHEM 12B: Organic Chemistry II	Ritsema	Todd		X	
34	31	CSIS 11: Computer Architecture and Organization	Wisneski	David		X	
35	32	CSIS 178: Switching Concepts	Singh	D.j.		X	
36	33	DANC 12B: Ballet II	Ross	Deanna		X	X

	A	B	C	D	E	F	G
37	34	DANC 12C: Ballet III	Ross	Deanna		X	X
38	35	DANC 12D: Ballet IV	Ross	Deanna		X	X
39	36	DANC 15A	Sinclair	Jamaica		X	X
40	37	DANC 15B	Sinclair	Jamaica		X	X
41	38	DANC 15C	Sinclair	Jamaica		X	X
42	39	DANC 2: Dance Skills I	Sinclair	Jamaica		X	
43	40	DANC 20A: Dance Production	Sinclair	Jamaica		X	
44	41	DANC 3: Dance Skills II	Sinclair	Jamaica		X	
45	42	DANC 4: Dance Skills III	Sinclair	Jamaica		X	
46	43	ECED 81: Creativity in Art and Small Motor Development	Allison	Melanie			X
47	44	ECED 84: Language and Literacy Curriculum	Conroy	Stephanie		X	
48	45	ECON 4: Principles of Economics: Micro	Albert	Steven		X	X
49	46	EMMS 170: Emergency Medical Technician 1: Basic Training	Parker	Aletha		X	X
50	47	EMMS 270R: EMT-1: Recertification	Parker	Aletha		X	
51	48	ENGL 11: Literature by and About Women	Johnson	Anita			X
52	49	ENGL 401: Introduction to Academic Writing Lab	Warren	Nanda		X	X
53	50	ENGL 421: Fundamentals of Writing Lab	LeMoine	Sunny		X	X
54	51	ENGL 422: Fundamentals of Reading Lab	Moses	Inga		X	X
55	52	ENGL 53: Poetry Writing	Kary	Brandi			X
56	53	ENGR 12: Engineering Circuits	Rebold	Tom		X	
57	54	ENGR 12L: Engineering Circuits Laboratory	Rebold	Tom		X	
58	55	ENGR 17: Technical Computing with MATLAB	Rebold	Tom		X	
59	56	ENGR 4: Engineering Materials	Kyler	Matthew			X
60	57	ENSL 155: Advanced Reading	Nelson	John		X	X
61	58	ENSL 334: Low-Intermediate Speaking and Listening	Nelson	John		X	X
62	59	ENSL 413: Beginning English: Writing, Reading, and	Warren	Nanda		X	X
63	60	ENSL 425: High-Beginning Reading and Vocabulary	May	Molly		X	X
64	61	FASH 53: Apparel Analysis and Selection	Singletary	Cynthia			X
65	62	FASH 81: Business and Marketing Practices	Shelling	Alison		X	
66	63	FASH 82: Fashion Illustration	Shelling	Alison		X	
67	64	FIRE 100: Fire Protection Organization	Reed	Roger	FPTC 1	X	
68	65	FIRE 101: Fire Behavior and Control	Goodwin	Paul	FPTC 2	X	
69	66	FIRE 105: Firefighter I Academy	Roth	Stewart	FPTC 105	X	X
70	67	FIRE 109: Fire Alarm and Detection Systems	Goodwin	Paul	FPTC 6		X
71	68	FIRE 117: Training Instructor 1B: Psychomotor Lesson	Brown	Jim	FPTC 112B	X	
72	69	FIRE 123: Driver Operator 1A	Roth	Stewart	FPTC 104A		X
73	70	FIRE 125: Rescue Systems I	Roth	Stewart	FPTC 100	X	
74	71	FIRE 128: Building Construction for Fire Protection	Prado	Anthony	FPTC 4	X	
75	72	FIRE 129: Fire Prevention	Gearhart	Dan	FPTC 5		X
76	73	FIRE 132: Fire Services Safety and Survival	Reed	Roger	FPTC 3		X
77	74	FIRE 413: Firefighter Update	Brown	David	FPTC 413	X	

	A	B	C	D	E	F	G
78	75	FREN 50: Intermediate French Conversation	Gonzales	Lisa Danielle		X	
79	76	GERM 1A: Elementary German I	Gajdos	Johnathan			X
80	77	HIST 15: History of California	Mullins	Elizabeth			X
81	78	HIST 4: Western Civilization I	Logan	Tom		X	X
82	79	HLTH 5: First Aid and CPR	Parker	Aletha		X	
83	80	HOSP 55: Lodging Operations	Jansen	Molly		X	
84	81	HOSP 60: Special Events Management	Jansen	Molly		X	
85	82	HOSP 66: Practices in Hospitality	Jansen	Molly			X
86	83	HOSP 73: Stocks, Soups, Sauces	Jansen	Molly		X	X
87	84	HOSP 81: Bakeshop: Pies and Tarts	Jansen	Molly		X	X
88	85	INDS 430: Natural History of Monterey Bay	Covel	Jim		X	X
89	86	INDS 440: Introduction to the Monterey State Historical Park	Mar	Susan		X	X
90	87	INTD 55: Business Practices	Giesler	Sunshine			X
91	88	LETP 130: Developing a Personal Philosophy of Leadership	Vaughn	Linda		X	X
92	89	LETP 132: Organizational Leadership	Vaughn	Linda		X	
93	90	LETP 140: PC 832 Laws of Arrest	Vaughn	Linda		X	X
94	91	LETP 144A: P.O.S.T. Intensive Basic Academy I	Vaughn	Linda		X	X
95	92	LETP 144B: P.O.S.T. Intensive Basic Academy II	Vaughn	Linda		X	X
96	93	LETP 145A: P.O.S.T. Basic Academy III	Vaughn	Linda		X	X
97	94	LETP 146: Basic Police Requalification Course	Vaughn	Linda			X
98	95	LETP 151: Criminal Justice/Academy Internship	Vaughn	Linda		X	
99	96	LETP 180: Citizen's Academy	Vaughn	Linda			X
100	97	LETP 231.26: Mounted Patrol Update	Vaughn	Linda			X
101	98	LETP 231.95: Officer Safety - Field Tactics	Vaughn	Linda		X	
102	99	LETP 232.4: Advanced Peace Officer Training: S.W.A.T.	Vaughn	Linda		X	
103	100	LETP 232: Advanced Peace Officer Training	Vaughn	Linda		X	X
104	101	LETP 233.2: Basic S.W.A.T. - 80 Hours	Vaughn	Linda			X
105	102	LETP 233.3: S.W.A.T. Team Leader	Vaughn	Linda		X	X
106	103	LETP 233.7: Defensive Tactics Instructor	Vaughn	Linda		X	X
107	104	LETP 233.8: Defensive Tactics Instructor Update	Vaughn	Linda		X	X
108	105	LETP 234: Skills and Knowledge	Vaughn	Linda		X	X
109	106	LETP 240.25: Supervisory Update	Vaughn	Linda		X	X
110	107	LETP 242: Peace Officer Association Training	Vaughn	Linda		X	X
111	108	LETP 245: Field Training Program	Vaughn	Linda		X	X
112	109	LETP 247: Advanced Field Training for Officers	Vaughn	Linda			X
113	110	LETP 250: Arrest and Control/Driving (PSP)	Vaughn	Linda			X
114	111	LETP 254: Dispatch Field Training Program	Vaughn	Linda		X	X
115	112	LETP 255: Public Safety Dispatch Update	Vaughn	Linda		X	X
116	113	LETP 280.1: Supervisory Course	Vaughn	Linda		X	X
117	114	LETP 280.2: Field Training Officer	Vaughn	Linda		X	X
118	115	LETP 280.3: Field Training Officer Update	Vaughn	Linda			X

	A	B	C	D	E	F	G
119	116	LETP 290: Instructor Development	Vaughn	Linda			X
120	117	LNSK 325: Assistive Technology Applications	Copeland	Alexis		X	X
121	118	LNSK 329: Assistive Technology Projects	Copeland	Alexis		X	X
122	119	LNSK 330: Learning Skills Assessment	Lewis	Vincent		X	X
123	120	LNSK 331C: Writing Strategies Lab	Rozman	Kathleen		X	X
124	121	LNSK 331D: Math Strategies Lab	Copeland	Alexis		X	X
125	122	LNSK 331G: Auditory Processing Strategies Lab	Odom-Wolfer	Terria		X	X
126	123	LNSK 332: Reading Skills Development	Rozman	Kathleen		X	X
127	124	LNSK 333: Writing Skills Development	Rozman	Kathleen		X	X
128	125	LNSK 410: Job Readiness I	COMBINED: Phillips Jarros	COMBINED: Susan Rose		X	X
129	126	MUSI 10B: Music Theory and Musicianship II	Anderson	John		X	
130	127	MUSI 20: College Choir	Ferrantelli	Sal		X	X
131	128	MUSI 21: I Cantori	Ferrantelli	Sal		X	X
132	129	MUSI 30: Concert Band	Anderson	John		X	X
133	130	MUSI 40: Voice Fundamentals	Ferrantelli	sal		X	X
134	131	NURS 180A: Introduction to Professional Skills Development	Hanna	Susan			X
135	132	NURS 180C: Intermediate Professional Skills Development	Hanna	Susan			X
136	133	NURS 52C: Nursing III	Hanna	Susan			X
137	134	NURS 53	Bingaman	Nancy			X
138	135	PFIT 10A: Beginning Weight Training	rasmussen	mike`		X	X
139	136	PFIT 10C: Advanced Weight Training	rasmussen	mike		X	X
140	137	PFIT 14: Exercise for Health and Fitness	Schutzler	Lyndon		X	
141	138	PFIT 16B: Tai Chi II	Scott-Behrends	Jim		X	X
142	139	PFIT 21A: Flexibility and Relaxation Techniques I	Haro	Paula		X	X
143	140	PFIT 21B: Flexibility and Relaxation Techniques II	Haro	Paula		X	X
144	141	PFIT 30A: Triathlon Training I	Osgood	Sharon		X	
145	142	PFIT 30B: Triathlon Training II	Osgood	Sharon		X	
146	143	PFIT 51: Fitness and Wellness Strategies	Gamble	Erin			X
147	144	PFIT 60: Fitness Exercise Physiology	Gamble	Erin			X
148	145	PFIT 92: Teaching Aide - Physical Fitness	Vitanza	Elizabeth		X	
149	146	PHED 15B: Volleyball II	Moore	Kit		X	
150	147	PHED 15D: Volleyball III	Moore	Kit		X	
151	148	PHED 15E: Volleyball IV	Moore	Kit		X	
152	149	PHED 20.11	Cairel	Arturo		X	
153	150	PHED 20.12	Valdez	Valentina		X	
154	151	PHED 20.2: Skill Development for Basketball - Men	Spiering	Charles		X	X
155	152	PHED 20.3: Skill Development for Basketball - Women	Bates	Wendy		X	X
156	153	PHED 20.5: Skill Development for Golf	Russo	Justin			X
157	154	PHED 20.8: Skill Development for Tennis	Tran	Vi		X	
158	155	PHED 22: Introduction to Basketball	Spiering	Charles		X	X
159	156	PHED 2A: Golf I	Russo	Justin		X	X

	A	B	C	D	E	F	G
160	157	PHED 2B: Golf II	Russo	Justin		X	X
161	158	PHED 2C: Golf III	Russo	Justin		X	
162	159	PHED 2D: Golf IV	Russo	Justin		X	
163	160	PHED 30.2: Intercollegiate Softball: Women	Berg	William		X	
164	161	PHED 30.3: Intercollegiate Volleyball: Women	Moore	Kit			X
165	162	PHED 30.4: Intercollegiate Tennis: Women	Tran	Vi		X	
166	163	PHED 31.4: Intercollegiate Golf: Men	Russo	Justin		X	
167	164	PHED 31.5: Intercollegiate Soccer: Men	Cairel	Arturo			X
168	165	PHED 32.1: Intercollegiate Track and Field: Women and Men	Carroll	Marcus		X	
169	166	PHED 41: Prevention and Care of Athletic Injuries	McCart	Jeffrey		X	
170	167	PHED 42A: Athletic Training Field Experience	McCart	Jeffrey		X	X
171	168	PHED 42B: Athletic Training Field Experience II	McCart	Jeffrey			X
172	169	PHED 5E: Tennis IV	Tran	Vi		X	X
173	170	PHIL 13: Introduction to Eastern Philosophy	Provost	John		X	X
174	171	PHIL 8: Introduction to World Religions	Provost	John		X	
175	172	PHYS 10: Introduction to Physics	Wei	Lijuan		X	X
176	173	PHYS 2B: General Physics II	Wei	Lijuan		X	
177	174	PHYS 3B: Science and Engineering Physics II	Bosserman	Homer			X
178	175	PSYC 10: Introduction to Research Methods in Psychology	Whitworth	Rachel		X	X
179	176	PSYC 40: Human Sexuality	Drezner	Rob		X	X
180	177	SPCH 4: Intercultural Communication	Stewart	James		X	X
181	178	SPCH 5: Oral Interpretation of Literature	Stewart	James		X	
182	179	THEA 11: Voice and Oral Interpretation	Bolen	Gary			X
183	180	THEA 15C: Advanced Acting	Bolen	Gary		X	X
184	181	THEA 15D: Contemporary Acting Techniques	Bolen	Gary		X	X
185	182	THEA 16A: Acting for the Camera I	Bolen	Gary		X	
186	183	THEA 18B: Intermediate Directing	Bolen	Gary		X	X
187	184	THEA 18C: Advanced Directing	Bolen	Gary		X	X
188	185	THEA 40A: Main Stage Production - Comedy	Bolen	Gary			X
189							



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Video of Enrollment Management Workshop: Pam Deegan, Collaborative Brain Trust

1 message

Walter Tribley <wtribley@mpc.edu>
To: ALL USERS <allusers@mpc.edu>
Cc: Diane Boynton <dboynton@mpc.edu>, Stephanie Perkins <sperkins@mpc.edu>

Tue, Mar 22, 2016 at 8:36 PM

Dear MPC,

Please see the link below for the video of CBT's Pam Deegan and her first presentation on enrollment management last week at MPC.

<http://mympc.mpc.edu/Pages/CBTScheduling.aspx>

Tech Tip: "This link is redirected so that it forces authentication."

Best,

Walt

----- Forwarded message -----

From: **Walter Tribley** <wtribley@mpc.edu>
Date: Thu, Mar 17, 2016 at 6:37 PM
Subject: Copies of Recent Presentations to All Campus (Finances and Enrollment Management)
To: ALL USERS <allusers@mpc.edu>

 **Enrollment Planning presentation by Pam Deegan ...**

Dear MPC,

Please see the attached slides used in the all-campus meetings on finances and enrollment management. The slides pertaining to the presentation on enrollment management are accessed via the link provided.

We are certainly engaged in much dialog about scheduling and enrollment management. Please know that an efficient schedule is the key to sustained opportunities for our students. As much as I may personally wish that we could continue to offer so many courses that offer very small class sizes, we have to balance our schedule to meet an overall efficiency level for the college that is sustainable. Doing this will clearly involve the counseling faculty and faculty in scheduling roles in academic affairs in close communication with administration.

We will be engaged in defining a process that is transparent and with clear expectations. The final system should not contain surprises and use class cancellation as a very rarely used vehicle for extreme situations. However, the schedule will be rigorous in that it will support student access and success in a fiscally-sustainable manner. We will need to incorporate all the information that may help the college generate such a schedule.

In any case, our college will sustain and take this next step, together.

Best,

Walt

 **All Campus Forum A Review of 2014-2015 Finances and the 2016-17 Budget Development Calendar Process (1).pdf**
910K



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] American Flags at Half-Staff to Honor Victims of the Attack in Brussels, Belgium

1 message

Shawn Anderson <sanderson@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Wed, Mar 23, 2016 at 12:04 PM

SENT ON BEHALF OF DR. WALT TRIBLEY, MPC SUPERINTENDENT/PRESIDENT

Dear MPC:

Per the Presidential Proclamation copied below, our flags are being flown at half-staff until sunset, March 26, 2016, to honor the victims of the attack in Brussels, Belgium.

Our thoughts are with those whose lives have been impacted by this violence.

Warm Regards,
Walt

--

Walt Tribley, Ph.D.
MPC Superintendent/President

"We may encounter many defeats but we must not be defeated."
Maya Angelou

Presidential Proclamation -- Honoring the Victims of the Attack in Brussels, Belgium

HONORING THE VICTIMS OF THE ATTACK IN BRUSSELS, BELGIUM

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA**A PROCLAMATION**

The American people stand with the people of Brussels. We will do whatever it takes, working with nations and peoples around the world, to bring the perpetrators of these attacks to justice, and to go after terrorists who threaten our people

As a mark of respect for the victims of the senseless acts of violence perpetrated on March 22, 2016, in Brussels, Belgium, by the authority vested in me as President of the United States by the Constitution and the laws of the United States of America, I hereby order that the flag of the United States shall be flown at half-staff at the White House and upon all public buildings and grounds, at all military posts and naval stations, and on all naval vessels of the Federal Government in the District of Columbia and throughout the United States and its Territories and possessions until sunset, March 26, 2016. I also direct that the flag shall be flown at half-staff for the same length of time at all United States embassies, legations, consular offices, and other facilities abroad, including all military facilities and naval vessels and stations.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-second day of March, in the year of our Lord two thousand sixteen, and of the Independence of the United States of America the two hundred and fortieth.

BARACK OBAMA



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] STEM Grant Planning Meetings

1 message

Shawn Anderson <sanderson@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Tue, Apr 5, 2016 at 4:58 PM

SENT ON BEHALF OF BECCIE MICHAEL, MPC FOUNDATION EXECUTIVE DIRECTOR

Dear colleagues,

The Foundation is working collaboratively with the college to develop a \$3.5 million HSI STEM grant that is due in late May.

The primary objectives of this grant include:

- 1) Improving retention among STEM majors at MPC
- 2) Increasing success (i.e. completion & transfer) rates among STEM majors at MPC
- 3) Increasing enrollment of STEM majors at MPC, particularly among non-traditional STEM students, such as Hispanic, female, and low-income students.

We are holding two initial planning meetings and would like for all interested parties to attend and provide input:
Friday, April 8th from 11-12, Stutzman
Friday, April 15th from 11-12, Stutzman

There is no need to RSVP, but if you cannot attend either day and would like to be involved, please email me so we can set up an alternate meeting date/time. You are also welcome to send your input ahead of time, which we can then share with the group.

Thank you,
Beccie

Beccie Michael

Executive Director

Monterey Peninsula College Foundation

980 Fremont Street

Monterey, CA 93940

t. 831.655.5506

f. 831.655.2627

e. rmichael@mpc.edu

www.mpcfoundation.org



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Student Poetry Reading at Almaden Room, April 12 1-2:00 PM

1 message

Amy Cavender <acavender@mpc.edu>

Wed, Apr 6, 2016 at 4:07 PM

To: ALL USERS <allusers@mpc.edu>, allstudents <allstudents@mpc.edu>

Sent on behalf of Henry Marchand.

All MPC students, staff and faculty are invited to attend the Creative Writing Club's annual student poetry event.

Please join us for "Tongue & Pen: Student Poetry Live" in the Almaden Room at the Student Center from 1:00-2:30 PM on Tuesday, April 12.

Students, you can read your own poems or listen to others read theirs; it's a free celebration of creative expression!

See you there.

Sent on behalf of the Creative Writing Club by Henry Marchand, Faculty Advisor (hmarchand@mpc.edu)



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] New VP of Student Services: Dr. Kim McGinnis

1 message

Walter Tribley <wtribley@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Fri, Apr 8, 2016 at 7:27 AM

Dear MPC,

After a rigorous national search process and pending board approval, the new Vice President of Student Services at MPC will be Dr. Kim McGinnis.

Kim has a strong record of providing leadership and fostering creative innovation in student services. At Miami-Dade College's Medical Campus, Kim is currently serving as Dean of Student Services. This college is well known for providing innovated student services to drive student enrollment and success. I am very pleased to bring such a talented and experienced leader and educator to MPC. Kim says *"I am tremendously excited to be the newest member of the Monterey Peninsula College family. I look forward to bringing my intense commitment and passion for student success to the college and also having the opportunity to collaborate with such a dynamic, energetic team. Additionally, I am humbled to have the chance to grow and learn with the MPC leadership and be an integral, involved member of the community"*.

Kim will be on campus on July 11, 2016. We will be hosting a reception for Kim and her guests from 4:30 - 6:00 on July 11. Please save the date and join us in welcoming Kim to our community at the reception.

Walt

 **Dr. Kim McGinnis (1).pdf**
216K



Jeanette Haxton <jhaxton@mpc.edu>

[allusers]

1 message

Alfred Hochstaedter <ahochstaedter@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Mon, Apr 11, 2016 at 7:54 AM

April 11, 2016

Academic Senate Officer Election Results
Committee Needs
Open Educational Resources
April 28 Flex Day
Recommendation to Switch Learning Management System to Canvas
MPC GE Area Descriptions

Friends and Colleagues,

The Academic Senate has been hard at work as usual. There's a few things I'd like you to be aware of, some of which include opportunities to participate.

Academic Senate Officer Election Results

Every year, the Academic Senate elects officers at the second meeting in March. This year was no exception. We elected the following people to Academic Senate Executive Positions.

Heather Craig -- President
Glenn Tozier -- Vice President
Lynn Kragelund -- Secretary
Sunny LeMoine -- ASCCC Delegate

There is one executive position that remains vacant for the upcoming academic year--the chair of the Committee on Committees.

Congratulations to all of these individuals. I know that you will all do a great job.

Committee Needs

We are in need of some faculty members to participate in the **Committee on Committees**. This is the group that makes recommendations to the Academic Senate about faculty appointments to committees and task forces at MPC. One of the vital functions of the Academic Senate is to ensure appropriate faculty representation on the various committees that enable the institution to function. The committee has been meeting on an as-needed basis for some time now.

The chair of the **Flex Day Committee** will be moving on to be the Academic Senate president, so we need at least one more faculty members to serve on this committee. This committee plans the flex day events that begin each semester.

I anticipate that we will need a **"Textbook Affordability Campus Coordinator (TACC)"**. I say "anticipate" because we don't have all the details on this one worked out just yet, but I anticipate that we will. The TACC will be involved in encouraging and facilitating the use of Open Educational Resources. See the following section for more details on this one.

Finally, there is a long-open seat on the **Curriculum Advisory Committee** that is an Academic Senate appointment. The Curriculum Advisory Committee meets Wednesday afternoons 3-5. If any of these positions interest you, please get back to me or the current Committee on Committees chair, Heather Craig.

Open Educational Resources

At its April 7 meeting, the Academic Senate endorsed the following resolution supporting the use of Open Educational Resources at MPC.

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success;

Whereas, Many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials; and

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER);

Resolved, That the Academic Senate of Monterey Peninsula College support efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students.

As you can see, this is an effort to decrease the costs of college for students. AB 798 makes funding available to faculty members to transition their courses to open source textbooks. I hope that in coming months MPC will be able to procure some of this funding for the next academic year. Thanks to Kelly Stack who brought this opportunity to our attention.

More info here: <http://coolfoed.org/>

April 28 Flex Day

Thursday April 28 is a flex day at MPC. There will be no classes that day. This flex day came about because Memorial Day falls on the Monday of finals week this semester. There is usually a flex day scheduled for the Friday of finals week. That Friday flex day had to be rescheduled sometime and April 28 was chosen. In response, the Flex Committee has scheduled a few activities, mostly training opportunities centered around Google Apps, Online teaching, and assessment. These activities are not required, but provided as professional development or training opportunities.

[Flex Schedule April 28](#)

Recommendation to Switch Learning Management System to Canvas

Six months ago, the Institutional Committee on Distance Education (ICDE) came to the Academic Senate and asked if MPC should switch its Learning Management System (LMS) to Canvas as part of its participation in the Online Education Initiative. The Academic Senate said that the ICDE was most qualified to investigate the issue, weigh the pros and cons, and come back with a recommendation to the Academic Senate.

On April 7, representatives of the ICDE returned to the Academic Senate with their [Evaluation Results](#), which included the following recommendation:

“At the March 18, 2016 Institutional Committee on Distance Education (ICDE) meeting, the committee voted unanimously to recommend that MPC adopt the Canvas Learning Management System (LMS) as a *replacement* for the Moodle platform currently used for MPC Online on the condition that the college can provide adequate resources, training, and support for faculty, staff, and students during and after the transition.

“Members of the ICDE would like to encourage the Academic Senate to discuss the recommendation with their respective areas and gather additional faculty feedback before making its final recommendation to the campus.

“If this recommendation is supported by the Academic Senate, College Council, and the College, then ICDE and the MPC Online support team will begin preparing a transition plan...”

So let this be a request for all of MPC’s areas to discuss this recommended transition. Whatever you think about this transition, I encourage you to click on that link to see what an outstanding job this group did with the evaluation. In order to fully evaluate the issue and make an informed recommendation, the ICDE engaged in the following:

- Campus Open Forums
- Flex Day Presentations
- Hands-on Workshops
- MPC Online Student Survey
- MPC Online and Canvas Experience Interview
- MPC Online Faculty Survey

I hope this document serves as a model for MPC going forward for making evidence- and data-based decisions.

The [Evaluation Results](#) document was presented to the Academic Senate last Thursday and will be on the agenda for its second reading on April 21. Please join us if you would like to join the discussion and weigh in on this decision.

MPC GE Area Descriptions

The Academic Senate and Curriculum Advisory Committee continue to make progress on reviewing and making some revisions on the descriptions of the MPC GE Areas. I assume that by now if you teach a GE course that you have heard about this from one of the people leading this effort. One of the benefits of this review and revision is that we will have a more clear description of what students should be able to do as they complete the courses that comprise MPC’s GE areas.

If You’ve Made It This Far...

Here’s a couple of juvenile White-tailed Kites I photographed near the mouth of the Carmel River last summer. As these birds grow older, they will lose the orangish coloration on their chest and heads. These birds hover or “kite” above the ground while hunting. I once spotted one of these birds doing just that while leading a field trip at Pt Lobos. I immediately pointed it out to the students, excitedly saying, “Look! I think that’s a kite!”

One of the students took one look at the bird and then looked back at me and said, “No Mr. H, I think that’s a bird.”

Enjoy!



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Spotlight on Feminism Series

1 message

Amy Cavender <acavender@mpc.edu>

Mon, Apr 11, 2016 at 3:11 PM

To: allstudents <allstudents@mpc.edu>, ALL USERS <allusers@mpc.edu>

Please see the information below regarding the "Spotlight on Feminism Series"

The 1st **Spotlight on Feminism Film Series** event will be held Tues. April 12th 3:30-5:30 PM. Join us in Lecture Forum 102 for an event spotlighting women who run for U.S. President with a screening of the film, *Unbound and Unbossed: Shirley Chisom*. Following the film, a short discussion will be facilitated by Gender and Women's Studies Professor, Dawn Rae Davis, and Political Science Professor, Lauren Handley. The event is free and open to MPC students and staff and the general public.

Dawn Rae Davis, Ph.D.

Gender and Women's Studies

Department Chair and Instructor

SS204 B

Monterey Peninsula College



spotlight_on_feminism_flyer_4_6_16.png
331K



Shawn Anderson <sanderson@mpc.edu>

[allusers] Fwd: Garrison Award Spring 2016 All Users Email

Leslie Procive <lprocive@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Thu, Apr 14, 2016 at 9:06 AM

Sent out on behalf of The Professional Recognition Board. Please direct any questions to Peggy Moser at mmoser@mpc.edu.

The Professional Recognition Board (PRB) is happy to announce the availability of project funding for faculty for "mini summer sabbaticals". The Garrison Fund for Educational Excellence Award is available thanks to a donation and fund begun by Dr. Douglas Garrison (former MPC President) and Mrs. Renee Rutan-Garrison. Total funding available for this year's award is \$600. If your entire project idea will cost more than \$600, you may want to consider applying for the Garrison Award this spring and then an MPC Foundation FASA (Faculty and Staff Advancement) Award in the fall to cover a separate portion of the cost. If this is your intent, please indicate in your project narrative as well as in the Budget Details page of the application.

The PRB has developed an application process which is described on the attachments; the scope and goals of the award, application review criteria, and the application form are also attached. **Please note that both full-time and part-time faculty (except current PRB members and previous awardees) are eligible to apply for the Garrison Fund for Educational Excellence Award, with first consideration given to full-time faculty as stipulated by the funder.**

Applications are due to Laura Franklin by 12:00pm, Monday May 2, 2016. Detailed application instructions are included on the attachments. The PRB intends to review applications and select this year's awardee(s) in May so that the funded project(s) can begin this summer. Please contact Peggy Moser at x3034 or mmoser@mpc.edu if you have any questions about this award or the application process.

The PRB looks forward to receiving and reviewing applications for faculty projects that will further enhance the high quality instruction we offer at MPC.

—
Margaret "Peggy" Moser
Admin. Ass't, Academic Affairs
Monterey Peninsula College
831-646-3034

3 attachments



Garrison Fund for Ed Excel App Form SPRING 2016 Update.docx
36K



Garrison Fund for Ed Excel Project Description SPRING 2016 Update.docx
24K



Garrison Review Criteria SPRING 2016 Update.docx
21K

Garrison Fund for Educational Excellence Project Description

Scope of project and goals:

On behalf of Dr. Douglas Garrison and Mrs. Renee Rutan-Garrison, this fund was established in 2013 with a donation from the Garrisons to create an annual project award for MPC faculty. The purpose of this award is to honor the tenure of Dr. Douglas Garrison as Superintendent/President of Monterey Peninsula College while providing funding for faculty member summer sabbaticals with an overall intention of enhancing the classroom experience for students.

The \$600 award is to be used to fund one or more summer projects [“summer sabbaticals”] that will enhance MPC classes through implementation of innovative instructional methodologies, inclusion of research findings, exposure to recent developments in specific academic fields, or other activities that will enhance the classroom experience for our students.

It is the intent of the Professional Recognition Board (PRB) to announce each year’s awardee prior to the end of spring semester. A Garrison Fund for Educational Excellence Project could be completed during the summer and/or fall so that the project presentation can be made during the spring Flex days. The project timeline can begin in Summer 2016, and all expenditures must be made and accounted for by the end of the Fall semester 2016. The funds provided by the Garrison Fund for Educational Excellence would cover any associated costs up to the amount of \$600. If your entire project idea will cost more than \$600, you may want to consider applying for the Garrison Award this spring and then an MPC Foundation FASA (Faculty and Staff Advancement) Award in the fall to cover a separate portion of the cost. If this is your intent, please indicate in your project narrative as well as in the Budget Details page of the application.

As determined by the funder, recipients will be faculty members at MPC with first consideration given to full-time faculty members. Part-time faculty members are eligible for this award only if none of the full-time faculty member submissions rise to the level of the part-time faculty member submissions.

Garrison Award: Review Criteria and Selection Process

Review Criteria

The Professional Recognition Board (PRB) reviews applications for the Garrison Award by rating each against the following four criteria:

- 1) Benefit to MPC students and MPC community;
- 2) Impact and importance to the faculty member's assignment;
- 3) Clear and achievable objectives;
- 4) Clearly stated and executable timeline of activities

Selection Process

Each PRB member will score each application independently based on the four criteria above. The PRB will convene to discuss each application, and a cumulative score for each application will be assigned. The top scoring application(s) for the Garrison Award will receive an award. One or more Garrison Fund for Educational Excellence Awards will be made per year per the terms of the grant funding awarded to MPC.

Garrison Fund for Educational Excellence Application Form

Please submit an electronic copy and a hard copy with your signature to Laura Franklin in Academic Affairs, lfranklin@mpc.edu. Both the electronic and hard copies must be accompanied by a description of proposed activities. Deadline is 12:00pm, Monday May 2, 2016.

Name: _____ Date of Application: _____

Teaching Area: _____ Division: _____

- **Eligibility: FT and PT faculty** (Current PRB members and previous awardees are not eligible to apply; first consideration is given to FT faculty per the funder.)

➤ **Project Criteria:**

Benefit to the MPC
Community

Impact and Importance to the Faculty
Member's Assignment

Clear and Achievable
Objectives

Defined and Executable Timeline

- **Attach to this form a detailed description of the activities and purpose of the project, explaining the impact that this project would have on the student learning experience at MPC.**

Awardee is required to present project outcomes during the Spring Flex Days in January, ~~2016~~ **2017**. A written report on the outcomes of the project must be submitted to the MPC Foundation at the conclusion of the project and no later than ~~May 30, 2016~~ **May 29, 2017**. The written report is intended to become part of a library of Fund for Educational Excellence Reports intended as a resource for all faculty members.

Applicant's Signature

Budget Details

Conference Registration/Course Enrollment Fee(s) Estimated cost: _____

Justification:

Travel Estimated cost: _____

Justification:

Supplies Estimated cost: _____

Justification:

Other Fees Estimated cost: _____

Justification:

Other Estimated cost: _____

Justification:

Total: _____

List other sources of financial support available for this project: Amount: _____

Explanation:

Millenials can swing elections this year, but will they vote?

By Nick Rahaim

While the national political machine roars, its gears lubricated with hundreds of millions of dollars in campaign contributions, it's a normal day in the student center at Monterey Peninsula College. Students cram calories at the cafeteria just as they cram information from open books before they hastily scramble to class. The students here on this morning are mostly young, but community colleges are full of students of all ages looking to further skills or advance their education in the most affordable way.

Maria Lopez, a second-year student, may be busier than most of the students around her. She commutes to school an hour every day from Soledad, where she moved last year with her family. On top of a full load of classes, applying to four-year schools, working as a teacher's assistant at Castroville High School and waiting tables four nights a week at El Torito on Cannery Row, she is also the president of the Associated Students of MPC.

She's motivated, driven and a bit of an over-achiever. She grew up in Castroville and is of her family's first generation to go to college. Her mother didn't get much more than an elementary education before she emigrated from Guadalajara, the second-largest city in Mexico. Her father graduated from high school and after years in real estate found his fortunes change during the Great Recession.

Lopez, who recently turned 20 years old, is conscious of her position in student leadership and is reluctant to take partisan stands on the presidential race.

"I like to see both sides," she says. "It feels like it's a big decision, and I want to make sure I make the right choice."

When asked which candidate sparks her interest the most, she smiles and says, "Bernie." This falls in line with the majority of millennials – loosely defined as those 35-and-under – whose choice candidate around the country is a 74-year-old democratic socialist from Vermont with a distinctive Brooklyn accent.

When asked why, she says the costs of higher education, health care and the effects of global warming are some the issues she cares about most. While she gets financial aid and scholarships to cover MPC, she's worried about the loans she'd have to take out at her top choices of CSU Fullerton or UC Davis.

Part of Sanders' appeal to millennials is that he wants every public university in the United States to be tuition-free. To counter, Democratic frontrunner and former Secretary of State Hillary Clinton has continued President Barack Obama's pledge to make every community college, MPC included, tuition-free.

Republicans? Their line is, essentially, pick yourself up by your bootstraps, kids.

At MPC's Lobo Day on Feb. 24, where student clubs and services set up informational tables and interact with students, Lopez set up a ballot box for students to vote for their favorite candidates on both the Democratic and Republican tickets – or Green or Libertarian for that matter – at the ASMPC table.

Santos Gonzalez sits behind the table passing out information on student government as he oversees the improvised ballot box that's been decorated with colorful markers. The 20-year-old student from Seaside is another Sanders supporter who plans on voting for his first time. He says his main grievance is the cost of tuition.

While making small talk with friends he comments on how most students just look at the ballot box and walk by. But, he adds, he's been surprised to see some students actually voted for the two Republican frontrunners: the dominating Donald Trump and the pursuing Texas Sen. Ted Cruz.

At the end of the day, when all the votes are tallied up, the informal MPC poll reflects most national polls of college students' preferences. Sanders comes in first with 58.3 percent, Trump in second with 19.4 percent and Clinton in third with 8.3 percent.

Also reflecting national voting trend: The millennial turnout is staggeringly low.

Of the hundreds of students who walked past the voting table, only 36 students cast a ballot.

~ ~ ~

This year millennials will match the Baby Boomers, those between 52 and 70 years old, as the generation with the largest pool of eligible voters. By 2020 they're projected to be the largest by a margin of 6 percent. They have also replaced Generation X, 36 – to 51-year-olds, as the largest generation in the U.S. workforce.

It's a generation born into high healthcare costs, skyrocketing student debt and a more fragmented job market that pushes precarious, gig-based work as opposed to the steady jobs known to previous generations.

But it remains to be seen if this generation will throw its weight around and help shape the results of this year's presidential, state and local elections.

As demographics shift in the U.S. and non-white people make up a more significant portion of the total population, millennials reflect this change – 43 percent of them are people of color, making it the most diverse generation since demographers and sociologists began making classifications generations ago.

While it's difficult, if not ill-advised, to lump a single age group made up of diverse people into a series of political postures, the diversity of millennials doesn't bode well for a Republican Party that has traditionally relied on the white vote.

Identity politics aside, a recent USA Today/Rock the Vote survey found more than 80 percent of millennials surveyed supported background checks for all gun purchases and a transition to renewable energy by 2030. The same study found 76 percent of millennials support requiring police to wear body cameras and 68 percent would like to reduce prison sentences for nonviolent crime.

These positions are more likely to be represented on the Democratic ticket, but it's still up in the air whether anywhere close to half the millennial electorate will turn out to vote as they did in 2008 and 2012.

In 2012, 67 percent of millennials who voted sided with Obama. Had their vote been a 50-50 split between Obama and Mitt Romney, the Republican likely would have been in the White House the past four years.

~ ~ ~

On nights when Monterey High School social studies teacher Alex Petersen brings his class to Monterey City Council meetings, there's a striking juxtaposition in the council chambers. At the dais we see mostly white faces with graying hair. Looking toward the back of the room there's a gradient effect of age and ethnicity.

The future appears in the young people of color looking on at the local political process from the back of the audience.

The city of Monterey is demographically older, whiter and wealthier than the countywide average, and elected officials mirror the demographic.

While younger voters are unlikely to vote for presidential candidates, they're even less likely to participate in local elections, which amplifies the older-whiter-richer influence.

But Petersen, who teaches civics, economics and U.S. history, senses that is changing.

"Some of them are just warming a seat," he says, "but I'm amazed at the growing number of students becoming engaged."

While it's not surprising to see students' attention grabbed when elected officials discuss medical marijuana, he says, their ears also perk up when the council discusses jobs and economic growth.

"I try to tell them all the time, their voice can be heard loudest at the local level," Petersen says.

In 2015, a Knight Foundation survey found the midterm election had the lowest voter turnout in 72 years, with only 36.3 percent of eligible voters casting ballots, and only 21.5 percent of millennials participating.

The same Knight Foundation study found that millennials are the age group with the least amount of trust in all levels of government. While 60 percent of voters in the U.S. have trust in local government, only 33 percent of millennials have faith their local governments to do the right thing.

Russell Swartz is a well-spoken 20-year-old who graduated from Monterey High in 2013. While he never went to a council meeting with a class, he did attend a council meeting after students staged a walkout to protest teachers being transferred to Seaside High School.

Since that local political action, his focus has shifted away from local issues. Unlike many of his peers, who overwhelming support Bernie Sanders, he's inclined to support Hillary Clinton.

"I'm with Hillary. Bernie speaks to the values of people who doesn't see the nuance of the world, people who don't see bureaucracy is a necessary evil," he says. "Change is a slow and incremental process. If you try to change too much too quickly things can easily get worse."

For a young man still unable to purchase alcohol legally, he approaches his political positions and life choices with a business sensibility. He's not overly concerned with student debt, saying most economists still believe an education is a good investment in the long run, debt and all. He's scared of Sanders' and Trump's position on free trade, calling them protectionist and isolationist.

After attending MPC for a few years, Swartz dropped out after landing a stable IT job at Language Line Solutions. He sees tech as something different, an arena where skills, not degrees, are how one advances. But in the end he says he'd like to be a writer – probably unaware of the low pay associated with the profession.

Swartz has thought out opinions on a variety of topics: dealing with ISIS, the migration crisis in Europe, climate change and the electoral detail of Super Tuesday on March 1.

He likes living in Monterey, and although he worries about housing costs, he says it's a well-run place. When asked if he's interested in local politics he responds: "What, a bunch of incestuous old white men trying to protect their interests? Nobody my age cares about local politics."

Then he digests what he just said – and changes his mind, agreeing local politics are important. But when asked if he can name the mayor or any city councilmembers of his home city, he says no.

He sighs and self-consciously says, “It’s a staggering shame.”

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MPC Political Science Department Chair Lauren Handley loves to talk politics. She opens each of her classes with a discussion on the hot-button issues of the day. Sitting in an empty classroom in the social sciences building at MPC, she reveals an acute awareness of the political desires and outlooks of many of her students, as well as their frustrations and, at times, their disenfranchisement.

Lauren Handley, chair of the political science department at Monterey Peninsula College, says a large turnout of millennial voters would be dangerous to the status quo.

“Hardly any of them read newspapers or seek out information independently,” she says. “If it’s not streaming or if it’s not on social media then it’s not on their radar, which makes it especially hard for students to get interested in local politics.”

Born in the 1980s, she is also considered a millennial. Handley likes to say if you can remember the world before a search engine, then you’re not a millennial.

Millennials have been known to be the most socially liberal generation on issues like same-sex marriage and legalization of cannabis, but Handley thinks it’s unfair to pigeonhole millennials to those issues, or even think those issues will motivate millennials to vote.

When she overhears her students discussing politics, the point of their discussion might surprise most.

“My students talk more about the Republican process,” she says. “They’re specifically interested in Donald Trump. That doesn’t mean they support him by any means; I think they just find him entertaining.”

In 2012, Handley found that Ron Paul, the anti-war libertarian candidate on the Republican ticket, was the most discussed candidate. Young voters aren’t all that interested in the status quo, she says, largely because they have no faith in the system.

“Get a degree, get a job, get a home is what they feel is expected of them, but they know they can’t afford to live in Monterey,” she says. “Students here see the vast extremes of wealth every day. That’s why Bernie Sanders is so popular among millennials – he’s speaking to their anxieties.”



Dismayed and frustrated that it's likely only one in six of her students will vote, Handley fears the soon-to-be largest voting block in the country won't likely be represented for decades: "They feel their vote won't make a difference, but I try to tell them all the time that it absolutely does."

She gives Al Franken's win for the Minnesota Senate seat in 2008 as an example of how every vote counts, since Franken won by an exceedingly narrow margin, 312 votes to be exact.

While there may be electoral apathy among millennials, the political establishment isn't particularly worried about it, says Handley.

"Student and millennial engagement is very dangerous for the status quo," she adds.

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Elizabeth Hensley, former editor-in-chief of CSU Monterey Bay's award-winning *Otter Realm* student newspaper, graduates this year and looks forward to graduate school at an Ivy League school like Brown or Yale. At 29, she didn't take the traditional route toward a degree. She went from high school to work to community college to CSUMB. (And, full disclosure, she also did a stint as a *Weekly* intern.)

While Elizabeth Hensley has voted in the past two presidential elections and plans to vote this year, she says one person can't bring about the change she would like to see.

Unlike most of her peers, Hensley will graduate debt-free thanks to financial aid and scholarships.

While she is more politically engaged than most, she also feels jaded by the current political realities the country faces.

"In 2008 there was an electric energy in the air. When Obama won it felt like there would be a new nation," she says. "But there was such a lack of respect for the president, he never had the power to bring about the progress many expected of him."

Unlike younger millennials who were unable to vote in 2008 or 2012, Hensley says the lingering disappointment from the victory of her favored candidate has soured her belief that any one candidate is the answer to the challenges the nation faces.

"As millennials, we were brought up to believe that this nation is great, that anything is possible here," she says. "And many people in our generation have discovered that is not the case."

Hensley hasn't committed herself to vote for anyone candidate in the upcoming election, preferring to be cautious of everybody vying for the Oval Office. Her biggest concerns are women's rights and the chipping away at reproductive freedoms established by *Roe v. Wade*.

She's also concerned with food security and our collective ability to sustainably feed a global population that will reach 9 billion by 2050.

Hensley is heartened by the rise of Bernie Sanders, that for the first time there's a candidate in a mainstream party willing to put capitalism in question.

"Voting is important, but we can't think one person is the answer," she says. "Change is going to come about in more radical ways."

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Some stereotype the youngest voting block as Generation Me or the Peter Pan Generation that refuses to grow up. They see obsessions with selfies and \$5 single-origin coffee, a group living with their parents longer, getting married later and not buying houses or starting businesses as have generations past. They observe apathy – a collective stunted-developmental psychology.

But the malaise is more economic than anything else. Baby boomers came of age in a time of low-cost higher education, a highly unionized workforce, manufacturing jobs, higher taxes and significantly less concentrated wealth. Millennials, on the other hand, often start their careers in debt, find insecure contract work and service jobs and face the prospect that homeownership is often out of reach.

"We are truly generation effed," Hensley laments.

Many millennials echo her sentiment. Most are knowledgeable of the electoral process, yet very few express confidence in it – the words they use to describe it are: "unfair," "shitty" and "rigged" (see sidebar, this page).

Millennials can swing elections this year. If they don't it won't be what many identify as apathy. It will be a matter of disillusionment.

**Monterey Peninsula College's Gary Bolen to retire as theater chair**

*By Marcos Cabrera*

Gary Bolen has announced that this summer will mark his finale as Monterey Peninsula College theater arts chairman.

And after deep budget cuts have scaled back staff and the number of annual productions, at least one theater department supporter says there's an urgent need to find a full-time replacement.

Bolen will address his retirement notice during Wednesday's MPC board of trustees meeting, when the board will approve his retirement. His hope is to have a full-time replacement hired well in advance of his exit. Bolen will direct the company's summer production of "Evita" before calling it a career.

"This is an opportunity for MPC to rehabilitate their reputation with the arts community by stepping up and hiring somebody to keep the theater going," said Bolen. "That way the college doesn't lose any momentum and the program is saved and continued."

A phone message left with MPC President Walter Tribley was not returned before deadline Tuesday. Sources indicate there may be some question as to replacing the position in a timely manner.

That concerns department supporters like Teresa Del Piero, secretary/treasurer of the Monterey Peninsula Community Theatre Company Charitable Trust and president of the Monterey County Theater Alliance.

Del Piero will also speak to the board of trustees to emphasize the importance of hiring a replacement as soon as possible.

"The one thing I really want to stress is that the department will go on," said Del Piero. "I think from a fundraising standpoint, we want the public to know there will be a replacement found for Gary and there will be some new energy that comes into the department, but we don't want people to think that we're defeated."

It's been a wild and ultimately disheartening ride the past few years in MPC's theater department.

In early 2013, after two years of productions in rotating local venues, the department moved back into a renovated campus theater, which came with a price tag of \$9 million. There was hope that the investment would help rejuvenate the department.

Then in December, Bolen said, “the ax fell.”

A 75 percent department budget cut helped slice the annual production slate in half from eight to four. Several full-time faculty were also let go.

“Effectively since the beginning of 2014, it’s been this constant struggle to get support and financing to bolster the department,” said Bolen.

Bolen saw his duties shift from a focus on students and productions to a nearly full-time focus on department fundraising.

“I don’t want to say the budget cuts have caused Gary’s retirement, but I think they certainly sped it up maybe a little sooner than it would have happened,” said Del Piero.

The production cuts have also cut down the number of opportunities available to local performers, an additional consequence for a dedicated but hardscrabble local theater arts scene.

“I look at it as a lost opportunity for student actors to perform and lost opportunity for community actors as part of the MPC Theatre Company to perform,” Del Piero said.

There’s also the blow of losing Bolen himself, a 17-year department veteran who co-chaired the department beginning in 2002 and became full-time chair in 2011.

“When I came up here, it was just an ideal situation,” said Bolen, who had a 20-year professional acting career prior to moving to Monterey. “The department was so vibrant. There had been a lot of productions, tremendous community support, staff support and backing from the college.”

Bolen announced his retirement on social media, and immediately drew comments that alternated between “life-changing” experiences under Bolen’s direction and the term “legend.”

Bolen said he is flattered by the praise, but he looks forward to finding a replacement to serve the local theater community.

“I’m sure there will be somebody who steps in and pretty soon they’ll be talking about their time here and how great they are. None of us are irreplaceable,” said Bolen. “Change is not necessarily a bad thing. I’m the definition of an old dog. I keep trying to learn new tricks, but they keep changing the tricks.”

## **County Clipboard: MPC names athletes of the year**

*By John Devine, Monterey Herald*

Savannah Valladarez and Jordan Esposito were named the Peter Cotino male and female athletes of the year at Monterey Peninsula College.

Valladarez, who prepped at King City High, is believed to be the first female athlete at MPC to excel in three sports in the same season in the last 20 years, having played on the volleyball and basketball teams while taking part in track and field.

Esposito, a Monterey High alumnus, tore up pitching last year for the Lobos baseball team and is the team's leadoff hitter this spring.

The award goes to an athlete who also excels in academics. Both Valladarez and Esposito sport grade-point averages above 3.3. Both also were awarded a \$400 scholarship.



## **Best Professor (2016)**

### **Homer Bosserman**

Monterey Peninsula College  
980 Fremont St., Monterey

On Ratemyprofessors.com, longtime Monterey Peninsula College astronomy Professor Homer Bosserman is lauded by former students as a genius, the best teacher around and as “THE MOST RAD PROFESSOR TO EVER LIVE.” Since 1961, Bosserman has been getting students passionate about looking up into a night sky freckled with stars, planets and asteroids. Unfortunately, after this spring semester, Bosserman is retiring to travel, read and maybe even take a course taught by someone else. He just hopes he has instilled in his students “a love of how amazing and vast the universe is.”