



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

**REGULAR MEETING
WEDNESDAY, JUNE 22, 2016**

CORRESPONDENCE AND PUBLICATIONS



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Operational Enrollment Management Presentation at AAAG 4/29/16

1 message

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

Thu, May 12, 2016 at 11:54 AM

Sent on behalf of Kiran Kamath, Vice President of Academic Affairs

Dear MPC,

There was a report given to the Academic Affairs Advisory Group on April 29th based on the work that Pam Deegan, CBT Consultant, did with the MPC Enrollment Management Work Group on Operational Enrollment Management .

The presentation was videotaped and has been posted. Here is the link to that page:

<http://www.mpc.edu/about-mpc/campus-resources/information-technology/collective-brain-trust>

Thank you,
Kiran

Kiran Kamath
Vice President of Academic Affairs

Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940

Tel: 831 646-4034
Email: kkamath@mpc.edu
Website: www.mpc.edu



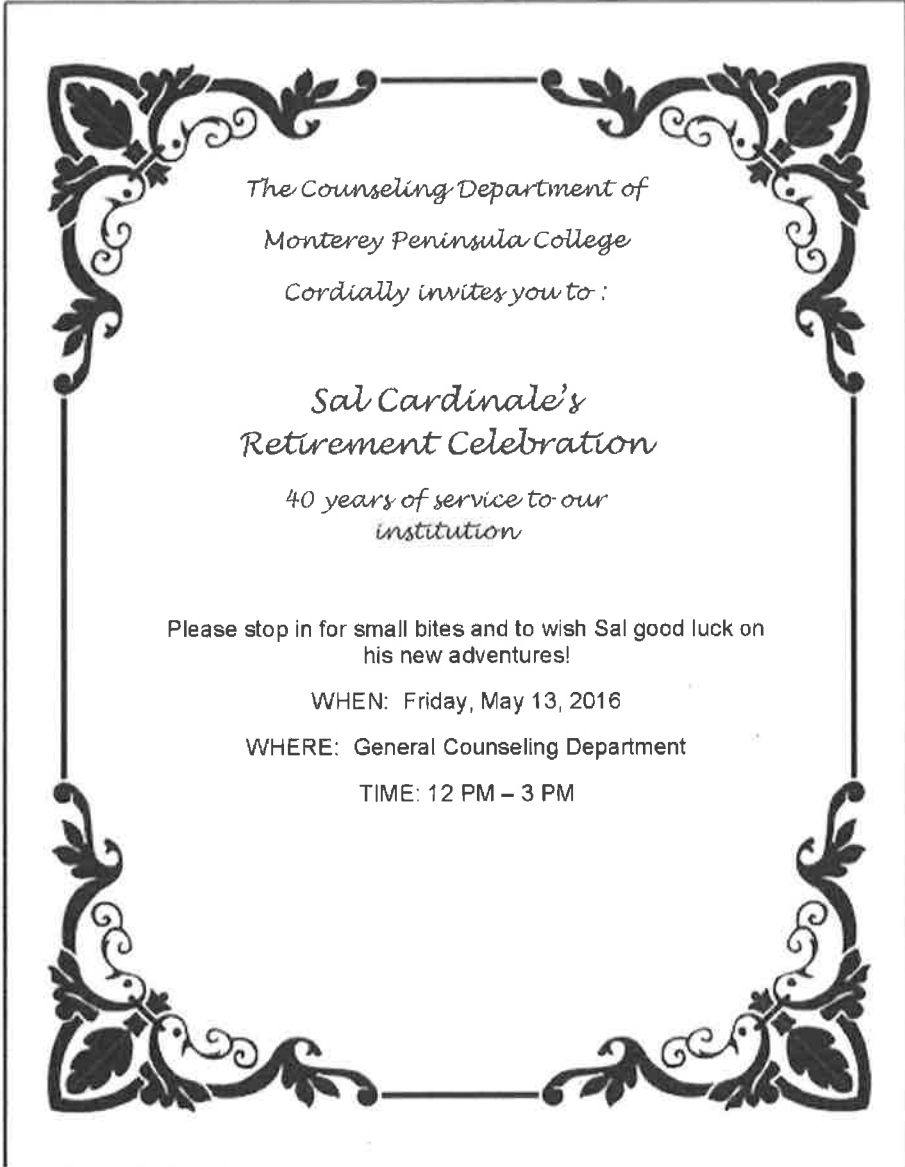
Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Sal's Retirement Celebration Today!

1 message

Amy Cavender <acavender@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Fri, May 13, 2016 at 9:35 AM





Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Fwd: Invitation to Attend the TRIO/SSS Annual Recognition Celebration

1 message

Amy Cavender <acavender@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Fri, May 13, 2016 at 11:46 AM

Sent on behalf of the TRIO/Student Support Services (SSS) program.

You are invited to attend the **TRIO/Student Support Services "Annual Recognition Celebration"**. This is an event to honor our "Academic Achievers", students who made it onto the Dean's List in Fall 2015, and to celebrate our "Class of 2016 TRIO/SSS Graduates and Transfer" students.

Students, friends, family, MPC campus community, and supporters of our TRIO/SSS students and program, are all invited to partake in this joyous event.

We look forward to seeing you!

~MPC TRIO/SSS Staff

**MONTEREY PENINSULA COLLEGE
TRIO/STUDENT SUPPORT SERVICES**

A decorative graphic on the left side of the flyer features a vertical stem with several leaves and a large, stylized flower at the top. The stem curves downwards and to the right, with smaller leaves and circular motifs along its length.

Annual Recognition Celebration

to honor our academic achievers, graduates, and transfer students

**FRIDAY, MAY 13th
6PM - 8PM**

MPC THEATER

Light Refreshments to Follow



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Weekly Announcements (May 16-22)

1 message

Amy Cavender <acavender@mpc.edu>

Mon, May 16, 2016 at 9:35 AM

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



MPC Campus Announcements

Welcome to MPC Weekly Announcements, here you will find information regarding campus events, news, workshops, and general assistance. You may also find up-to-date information MPC's Campus Calendar and on the home page of the MPC website.

This Week ...

Campus Events

- Maquilapolis (Feminist Film Series) (May 16: 3:30-5:30pm)
- Gender Studies Club Meeting (May 17: 11:30am-12:30pm)
- Curriculum Advisory Committee Meeting (May 18: 3-5pm)
- EOPS: CARE and CalWORKS Recognition Ceremony (May 19: 2:30-5pm)
- Academic Senate (May 19: 2:30-4:15)
- Guest Author Series Welcomes Laurie King (May 19: 7pm)
- Certified Farmer's Market (May 20: 10am-2pm)
- Special Governing Board Meeting in LF-102 (May 20: 2-4pm)
- Massages on Campus (May 20: 3-5pm)
- Homelessness on the Monterey Peninsula: Civil Engagement Seminar (May 20: 6-8pm)
- MPC Orchestra Concert (May 20: 7:30-9:15pm)
- MPC Dance Concert (May 20 & 21: 7:30-10pm)

Campus News

- ASMPC Online Elections (May 16-20)
- All Student Media Exhibit at the Art Gallery (May 3-27: 11am-4pm)
- Graduation Caps, Gowns and Tassels on sale at the Bookstore

Workshops

- Proofreading and Review Strategies (May 19: 3-4pm)

General Assistance

- English as a Second Language Assessment (May 18: 9am)
- English Assessment (May 18: 9am)
- Math Assessment (May 18: 11am)
- English Assessment (May 18: 6pm)
- Math Assessment (May 18: 8pm)
- English Assessment (May 19: 1pm)
- Math Assessment (May 19: 3pm)

- English Assessment (May 20: 1pm)
- Math Assessment (May 20: 3pm)

Upcoming Events

- The Piano (Feminist Film Series) (May 23: 3:30-5:45pm)
- Extended Library Hours for Finals (May 23-27)
- Stress Buster Event sponsored by ASMPC (May 25: 10am-2pm)
- Veteran's Club Memorial Day Event (May 26: 12-2pm)
- Veteran's Recognition Ceremony (June 1: 12-2pm)
- 15th Annual Latino Recognition Ceremony (June 2: 6-8pm)
- African American "Rites of Passage" Kente Ceremony (June 3: 7-9pm)
- MPC Spring Commencement (June 4)
- **SUMMER SESSION BEGINS!! (June 13)**



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] 1 minute STEM Grant Survey

1 message

Shawn Anderson <sanderson@mpc.edu>

Mon, May 16, 2016 at 10:44 AM

To: ALL USERS <allusers@mpc.edu>

SENT ON BEHALF OF BECCIE MICHAEL, MPC FOUNDATION EXECUTIVE DIRECTOR

Dear MPC faculty,

We are currently developing a \$3.5 million Federal grant that is due at the end of this month. Through a series of open meetings, we have identified several areas of need, as well as activities that we are proposing to address them.

You are invited to participate in these activities, which will involve stipends based on the expected number of hours involved. To get a sense of interest, we have designed a very simple survey (below). Please note that indicating you are interested in participating does not obligate you to do so, but it will provide us a list of people to reach out to if/when we get the grant.

Please respond to the survey no later than May 19 so that we can use your feedback for budgeting purposes. If the grant is funded, it will begin in October 2016 (and run for 5 years).

Please answer the questions below - it will take less than a minute!

Thank you!
Beccie

If you have trouble viewing or submitting this form, you can fill it out in Google Forms.

Faculty STEM survey

Please enter your name:

In which department do you teach?

Please indicate which activities you are interested in participating in:

- STEM Bridge Academy for HS seniors
- Young Women in STEM Summer Camp
- Revising/developing new curriculum that incorporates Contextualized Learning
- Developing Open Education Resources to supplement your existing STEM coursework
- Developing Open Education Resources specifically for ESL students to supplement your existing STEM

coursework (Spanish language translation would be provided)

- Developing "refresher" courses that are offered just prior to the Fall or Spring semester to review information from a pre-requisite
- Developing Model Transfer Curriculum in a STEM program
- Developing/updating articulation agreements with 4-yr universities for a STEM program
- Developing cross-enrollment programs with 4-yr universities for a STEM program

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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] MPC refinances bond and saves taxpayers over \$28 million

1 message

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

Mon, May 16, 2016 at 5:13 PM

Dear MPC,

Please see the attached communication regarding the refinancing of Measure I bonds. You recall that this bond measure created the funding for much-needed facilities upgrades on the Monterey campus, Seaside PSTC and allowed for the construction of the Marina Education Center. Truly, the work funded by Measure I Bonds has transformed MPC.

Steve Crow brought this opportunity to my attention and then he and our consultants at Piper Jaffray acted quickly. Apparently, the timing for entering the market was right and we saved the taxpayers much more than was predicted by the consultants. While none of the savings go to MPC, you can all share in the success of saving money for members of our community.

Best,

Dr. T.

 **MPC College District Save Taxpayers.pdf**
114K

For Immediate Release

Contact: Dr. Steve Crow
Phone: (831) 645-1359

May 6, 2016

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
SEIZES ANOTHER OPPORTUNITY
TO SAVE TAXPAYERS INTEREST ON GENERAL OBLIGATION BONDS**

Actions Taken by the District Have Saved Local Taxpayers over \$30 Million

The Monterey Peninsula Community College District is proud to announce its most recent initiative to benefit its students and community members. Under the leadership of its Governing Board, the District chose to take advantage of historically low interest rates to refinance a portion of its Measure I General Obligation Bonds without extending the term of those Bonds. The District selected the right time to refinance the Bonds and was able to reduce the average interest rate on the prior Bonds from 5.03% to 2.87%, reducing the community's tax bill by about \$28.2 million from 2017 to 2034.

Since the passage and issuance of Measure I Bonds, the District has consistently sought to benefit its local taxpayers by seizing opportunities to refinance old bonds with higher interest rates. Since 2005, the District's actions will have saved taxpayers a total of \$30,101,359.

"The Measure I Bonds have literally transformed our Monterey campus and allowed The District to serve our communities better by adding centers in Marina and Seaside. This refinancing of the Measure I Bonds is a tangible way for our Board and the college to say thank you to the taxpayers for their support of the college," says Dr. Walter Tribley, Superintendent and President of Monterey Peninsula College.

While the District itself will not receive any part of the savings, the District Board, the Superintendent/President and District staff pursued this opportunity strictly on behalf of local taxpayers as part of their continued support for the education of the students of the Monterey Peninsula community.

Some of the highlights of the 2016 refinancing are:

1. \$28,243,666 of Debt Repayment Savings from 2017 to 2034
2. Average Old Interest Rate: 5.03%
3. Average New Interest Rate: 2.87%
4. No Extension of Maturities
5. 1.41 to 1 Repayment Ratio



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Collaborative Brain Trust Recommendations and Reports

1 message

Suzanne Ammons <sammons@mpc.edu>

Tue, May 17, 2016 at 12:14 PM

To: ALL USERS <allusers@mpc.edu>

Everyone,

Please visit the College Council web page for reports and recommendations from Collaborative Brain Trust (CBT), also posted under the following link: [College Council Documents](#).

Stay tuned for responses to the feedback on the Resource Guide to Decision Making Handbook, which will be posted when available.

Thank you,

Suzanne Ammons
Administrative Assistant
Vice President, Administrative Services
[831-645-1359](tel:831-645-1359)



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Invitation: MPC TRIO MSUB & Upward Bound Senior Recognition Ceremony

1 message

Amy Cavender <acavender@mpc.edu>
 To: ALL USERS <allusers@mpc.edu>
 Cc: mpcannouncements <mpcannouncements@mpc.edu>

Tue, May 17, 2016 at 4:07 PM

Sent on behalf of MPC TRIO MSUB/Upward Bound.

You are invited to attend the MPC TRIO MSUB/Upward Bound Senior Recognition Ceremony. This is an event to honor our graduating seniors and recognize their hard work over the past four years and to celebrate them as they prepare to begin college in the fall.

The event is Thursday, May 26th, in the MPC Student Center, doors opening at 5:30PM and the program set to begin at 6PM. Refreshments will be provided at 5:30.

Upward Bound
 &
 Math-Science
 Upward Bound
 Cordially Invites You To:



2016 Senior Recognition Ceremony

Thursday, May 26, 2016

MPC Student Center

5:30 PM - Doors Open

6:00 PM - Program Begins

~Light Refreshments Will Be Provided~

MPC TRIO MSUB/Upward Bound Staff

Heather Bowers
 Upward Bound Counselor
 Monterey Peninsula College



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Fwd: Fall 2016 MPC Online (and Canvas) Shells Now Available

1 message

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

Wed, May 18, 2016 at 11:37 AM

Sent on behalf of Jon Knolle, Dean of Instruction. Please contact the MPC Online Help Desk with any inquiries.

Greetings MPC Faculty:

MPC Online shells for Fall 2016 courses have been created and are now available for you to access.

When you login to MPC Online, you should see a course shell for any class that you are currently scheduled to teach this fall. Please contact the MPC Online Help Desk if you do not see your course or have questions.

IMPORTANT! If you wish to use CANVAS instead of MPC Online this fall (and have not already informed us) then please contact the MPC Online Help Desk to request access.

The information below will help you prepare for Fall 2016 courses:

COPYING CONTENT FROM A PREVIOUS SEMESTER:

- View the video demonstration for instructions on how to import content and activities from a previous semester's MPC Online class into your new fall 2016 MPC Online shell.

MPC ONLINE and CANVAS SUPPORT:

- The MPC Online Support Lab (LTC 317) is open for drop-in assistance during the following hours OR by appointment:
 - Mon - Wed: 10 am - 11:45 am, 1:30 pm - 2:30 pm
 - Thu: 10 am - 11 am, 1:30 pm - 2:30 pm
 - Fri: 10 am - Noon.
- Feel free to stop by with questions about MPC Online, Canvas, course roll-over, or for consultation about effective strategies for online teaching and learning.
- Contact the MPC Online Help Desk for assistance by email.

TEACHING MULTIPLE SECTIONS OF THE SAME CLASS?

- If you teach multiple sections of the same class and wish to combine your sections into one centralized MPC Online or Canvas "META" course, or learn more about managing multiple sections in MPC Online or Canvas, please contact the MPC Online Help Desk.

NEED AN MPC ONLINE or CANVAS ACCOUNT or FORGOT YOUR PASSWORD?:

- Please contact the MPC Online Help Desk if you need a MPC Online or Canvas account, need assistance accessing the site, or have any other questions.

.....

Jon Knolle, Ed.D.
 Dean of Instruction



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Special Board Meeting, May 20, 2016

1 message

Shawn Anderson <sanderson@mpc.edu>

Wed, May 18, 2016 at 6:50 PM

To: ALL USERS <allusers@mpc.edu>

Cc: Walter Tribley <wtribley@mpc.edu>, Celeste White <celeste@whitepagecommunications.com>

Dear MPC:

The Governing Board will meet at 2:00 p.m. on Friday, May 20, 2016 in Lecture Forum 103 on the Monterey campus (980 Fremont Street, Monterey).

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

Have a great evening!

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] MPC Regular Board Meeting, May 25, 2016

1 message

Shawn Anderson <sanderson@mpc.edu>

Thu, May 19, 2016 at 5:59 PM

To: ALL USERS <allusers@mpc.edu>

Dear MPC:

The Governing Board will meet on Wednesday, May 25, 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 Meeting Agendas & Minutes webpage.

Have a great night!

Best,
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] Employee Recognition Event Today at 11:45 AM

1 message

Vicki Nakamura <vnakamura@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Fri, May 20, 2016 at 10:58 AM

See you there!

Vicki

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

From: **Walter Tribley** <wtribley@mpc.edu>
Date: Wed, May 11, 2016 at 3:56 PM
Subject: 2016 Employee Recognition Event on May 20
To: ALL USERS <allusers@mpc.edu>
Cc: Vicki Nakamura <vnakamura@mpc.edu>

Dear MPC:

All employees are invited to attend this year's 2016 Employee Recognition Event on Friday, May 20 at the MPC Amphitheatre. Lunch is at 11:45 AM, with the recognition program at 12:15 PM. We are fortunate again to have Molly Jansen catering the event. Please see the attached announcement for details.

Please RSVP by Monday, May 16, 5:00 PM, by clicking on the link2016 Employee Recognition RSVP **and filling in your name.**

 **2016 EMPLOYEE RECOGNITION FLYER.pdf**
263K



2016 EMPLOYEE RECOGNITION

Please join us to celebrate your good work and honor your colleagues with retiree tributes, recognition and service awards.



Friday, May 20, 2016

MPC Amphitheater

11:45 AM - Lunch

12:15 PM - Recognition Program

Featuring

MPC Difference Maker Awards

MPC Foundation Classified Employee Recognition Award

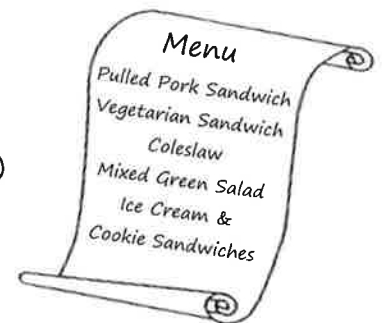
2016 Retiree Tributes

Gary Bolen • Homer Bosserman • Cindy Campbell • Sal Cardinale •
Patricia Chapman • Tom Logan • Esther McKay • JC Prado •
George Reed • Deborah Ruiz • Marie Wright

Awards for Long Service

(see next page for a listing of these dedicated MPC employees)

RSVP by MAY 16, 5 PM,



(at this link: <https://www.surveymonkey.com/r/XR8GWTK>) to reserve your lunch, provided by Molly Jansen, MPC Hospitality students, and volunteers



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Weekly Announcements (May 23 - 29)

1 message

Amy Cavender <acavender@mpc.edu>

Mon, May 23, 2016 at 9:29 AM

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



MPC Campus Announcements

Welcome to MPC Weekly Announcements, here you will find information regarding campus events, news, workshops, and general assistance. You may also find up-to-date information MPC's Campus Calendar and on the home page of the MPC website.

This Week ...

Campus Events

- ASMPC Bake Sale (May 24: 10am-2pm)
- MPC Scholarship Awards Ceremony (May 24: 4:30pm)
- MPC History Club Breakfast Bake Sale (May 25: 8:30am-12pm)
- Stressbuster Event (Hosted by ASMPC) (May 25: 10am-2pm)
- Regular Governing Board Meeting (May 25: 1:30pm)
- Veteran's Club Memorial Day Event (May 26: 12-2pm)

Campus News

- All Student Media Exhibit at the Art Gallery (May 3-27)
- Lasagna Lunch Special (May 25)
- Chicken Fried Rice Lunch Special (May 26)

General Assistance

- Extended Library Hours for Finals (May 23-27)
- English as a Second Language Assessment (May 23: 9am)
- Math Assessment (May 25: 4pm)

Upcoming Events

- **Spring Finals Week** (May 31 - June 3)
- Veteran's Recognition Ceremony (June 1: 12-2pm)
- Auto Tech Banquet (June 1: 5pm)
- Early Childhood Laboratory Preschool Graduation (June 1: 5pm)
- 15th Annual Latino Recognition Ceremony (June 2: 6-8pm)
- Asian Student Association Graduation (June 3: 5-7pm)
- Early Childhood Education (ECED) Graduation (June 3)
- African American "Rites of Passage" Kente Ceremony (June 3: 7-9pm)
- MPC Spring Commencement (June 4: 12pm)
- **SUMMER SESSION BEGINS!!** (June 13)



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] UMOJA: A Rites of Passage Ceremony 6/3, 7pm

1 message

Amy Cavender <acavender@mpc.edu>

Mon, May 23, 2016 at 2:11 PM

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

UMOJA

A Rites of Passage Ceremony

Date: Friday, June 3, 2016
 Time: 7:00 P.M.
 Place: MPC Music Hall (MU-101)

*Sponsored by the Imani Group
 (African American Faculty and Staff)
 of Monterey Peninsula College*

For more information contact: Stan Armstead (831) 646-4280



Jeanette Haxton <jhaxton@mpc.edu>

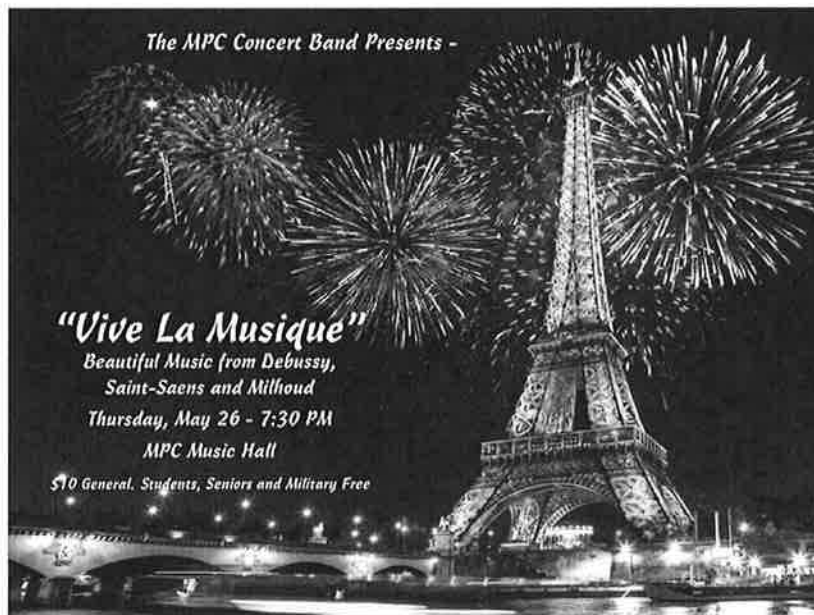
[allusers] Fwd: MPC Concert Band Presents "Vive La Musique" 5/26/16

1 message

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

Mon, May 23, 2016 at 2:33 PM

Sent on behalf of John Anderson and the MPC Concert Band. Please direct any inquiries to John at janderson@mpc.edu



The Monterey Peninsula College Concert Band presents "Vive La Musique," a concert of favorite French masterpieces, on Thursday, May 26th, 7:30 PM, at the MPC Music Hall. The concert will include Claude Debussy's *Petite Suite*. Abbie Conklin will solo on Debussy's *The Girl With the Flaxen Hair*. The band will also perform Camille Saint-Saën's *Marche Militaire Francaise* and *Orient et Occident*. The centerpiece of the concert will be Darius Milhoud's *Suite Francaise*.

Tickets are \$10 for general admission and are available at the door. Students with ID, seniors 65 and over and active duty military

personnel are all free. For additional information call 831-646-4200.



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Fwd: MPC Printmakers and Robynn Smith featured prominently in a major printmaking journal

1 message

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

Tue, May 24, 2016 at 12:32 PM

Sent on behalf of Robynn Smith. Please direct any inquiries to Robynn at rsmith@mpc.edu

Hello Colleagues,

Attached please find the 2016 Journal of the California Society of Printmakers. The CSP is an international association of printmakers, founded over 100 years ago, with approximately 200 members world wide.

I have a feature article in the Journal, on pages 23-26. It chronicles, among other things, a recent project that was supported by the MPC Foundation.

Coincidentally, there are a number of other MPC students and colleagues featured in the Journal:.

Annie Pike - MPC Student, page 27
Bob Rocco - MPC Student/Adjunct Faculty, pages 28-30
Ted Orland - MPC Student, page 31

I am excited by my inclusion in the Journal, and very proud that our Art Department has had such an important impact on the international Printmaking community.

Enjoy!
Robynn Smith

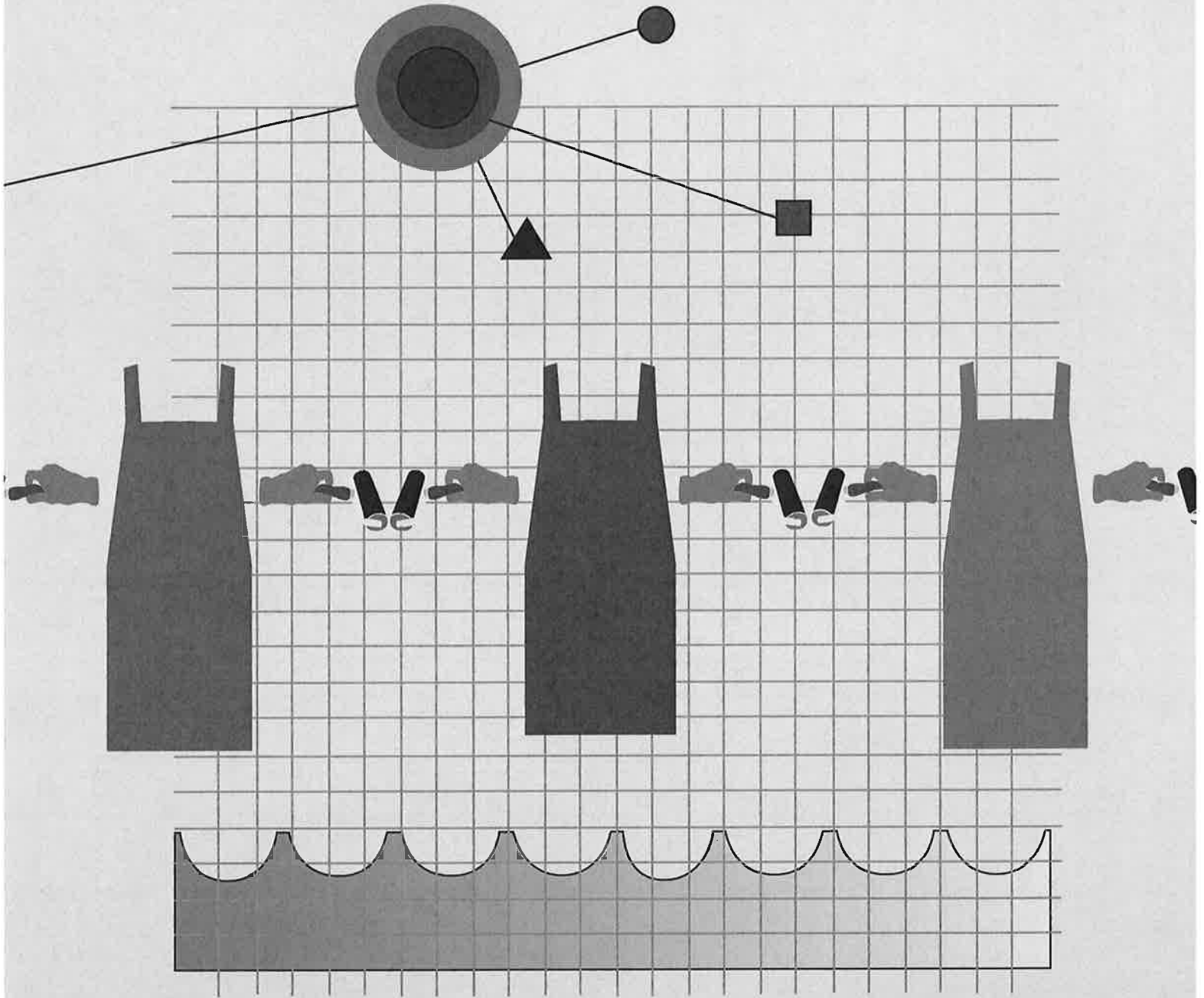
 **2016Journal.pdf**
6506K



CALIFORNIA
SOCIETY OF
PRINTMAKERS

THE CALIFORNIA PRINTMAKER

THE JOURNAL OF THE CALIFORNIA SOCIETY OF PRINTMAKERS 2016



C o l l a b o r a t i o n

President's Statement

It's with great enthusiasm that we welcome this year's Journal of the California Society of Printmakers: *Collaboration*. Printmakers frequently work in communal workspaces, where teamwork becomes an integral part of studio practice. The printmaker's process comes to life in environments that are conducive to the collaborative exchange of ideas. In the various articles in this journal we see how artists collaborate within communities, teams, group activities, and as duos to foster cross-pollination, innovation, and experimentation. As Robynn Smith states in her article "letting go of the ego in favor of a shared experience, can open vast floodgates to creativity while embracing the unknown".

The 2015 Artist in Residency program was quite successful with its range of talented and inspiring printmakers. Applications are now being accepted for the 2016 cohort, and we encourage you to apply for the unique opportunity to collaborate with Bay Area Master Printers.

This year we scheduled several Artist's talks and we plan to continue with three to four talks per year.

2015/2016 Talks

Claudia Bernardi: *Words of Sand*, CCA, October 1, 2015

Macy Chadwick: Book Art Talk: *Turning (Prints into) Pages*, SFCB, February 5, 2016

Karen Kunc: *Contemporary Printmaking*, CCA, May 15, 2016

Jonathan Barcan's commissioned print: *Living Mode #6* is available through our website and at our venues.

I would like to express my gratitude to our board members for their commitment and dedication to our organization. Also, a congratulations and welcome to our new members.

Wishing you all the best,

Luz Marina Ruiz
CSP President



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www.caprintmakers.org

Cover design by Susan Howe

Collaboration

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Introduction

Focus 2016: Collaboration, Our Dilemma and Our Delight

Our Journal Team chose “collaboration” for this year’s CSP Journal focus. Seemed simple enough—printmakers often work together to accomplish various goals and many of those projects are noteworthy and educational.

We sent out invitations to various printmakers whom we felt might like to write about collaborative projects in which they were key players. We started receiving their first drafts and were surprised at how the word collaboration was interpreted. Additionally we came to realize that we, the Journal team, had differing ideas about the definition of our focus word, and that some of the articles might not actually be about collaboration... thus you see our dilemma.

After considerable discussion we decided to divide the Journal articles into two general categories, Team—a collaborative art practice, and Process—a collaboration with mixed media. The following is an effort to satisfy all parties and to be as inclusive as possible—moving towards delight.

A *collaborative art practice* includes a team of people producing an art piece(s). The project engages two or more people (artists) working together to develop a

conceptual idea and further a theme aimed towards a specific goal; to produce a tangible, original artwork that clearly shows the input of the entire team.

A *mixed media collaboration* includes a broader definition of collaboration where processes or techniques used in printmaking come together to become something new, where one media may lose its individuality and uniqueness when in partnership with the other. The artworks and even the way they might be shown conceptually could extend the definition of collaboration to become more inclusive.

Last, but not least, we have added a new category this year. Technical, a “how-to” article. We had several requests for this inclusion and we hope to repeat this category yearly. If you have something new that might be of interest for next year please contact us.

I’m delighted by our authors projects and articles. They are exciting and ground breaking. I hope you enjoy them all. I also want to give special thanks to the Journal Team, which includes Ginger Tolonen, copy editor; Annie Pike, layout editor; and Sharon King.

Susan Howe
Journal Director



Sphere Project :

A Collaboration on a Grand Scale

By Frol Boundin and Mary Robinson

As instructors of printmaking, we are by nature creatures of collaborative environments. Printmakers are frequently driven by a fascination with the complexity of a process—with what can be accomplished as an end result; additionally, many collaborate as artistic teams, to produce an art project with a specific direction and conceptual theme they have agreed upon. On a daily basis, we are faced with the challenge of creating an efficient space, where students and professors work in unison, where ideas flow freely, and where collaboration often equals excitement for highly complex processes. I myself often find the dynamics of a busy print shop the necessary catalyst for the creation of complex works—born out of continuous discussions of concepts and techniques with peers and students.

In the spring of 2014, at the Southern Graphics Council International in San Francisco, University of Tennessee Printmaking Professor Beauvais Lyons suggested that I submit a proposal to conduct a demonstration at the 2015 sg ci at the University of Tennessee. I believe his exact words were, “We have an American French Tool press that will print 60" x 120", would you be interested in doing something with it?” Beauvais had seen my large format mixed media monotypes a few years earlier, and thought that I could make some really big prints. Intaglio has always been at the base of my creative process and for the past decade I’ve been exploring the relationships between traditional and contemporary techniques while pushing the boundaries of scale and form necessitating application of industrial and digital methods. So, when presented the opportunity to use a piece of equipment few of us ever get to work on, I jumped at the chance. As I prepared my proposal for a large-scale monoprint workshop, two things became clear: one, in order to make the project work I would need a full day rather than a two-hour time slot; and two, in order to address the *Sphere* theme of the conference, I would need this to be a collaborative effort. In short, I needed a team of printmakers representing the breadth of knowledge found in our national print community.

Collaboration is a term that is often misunderstood. Too often, an intended collaborative effort between accomplished individuals ends in a clash of egos, removing any potential dialogue and expansion from the work. And sometimes what is called collaboration is really more of an “I create and you print” relationship. Instead, I wanted this project to be a true team effort, where participating artists could express themselves freely, sharing formal structure while at the same time showcasing personal techniques and methods. I was also interested in learning new methods that people from different backgrounds would bring, while allowing audience members to engage with us as we worked. For this event to be successful, I needed a great crew. I had participated in a few projects of this type before, most notably at the *Print, Printed, Printing*, mini-conference hosted by New Mexico Highlands University. So my first choice was to bring in my University of New Mexico colleagues Tim Van Ginkel and Kristin Calhoun. I was familiar

Aaron Ishaek, Kristin Calhoun and
Mary Robinson preparing individual
plates for assembly Anna Velicky



The completed matrix on the large press bed

Frol Boundin

with their mixed media approaches and I knew that they would be able to work together and bring a very unique vision and energy to the project. At Tim's suggestion, we invited William Howard of Western Illinois University, who has developed a number of innovative monotype techniques using Compound 747. We also invited my soon-to-be colleague Mary Robinson of the University of South Carolina, whose aesthetic and methods born out of collagraph and relief techniques resonated deeply with me. Lastly, I needed a complete outsider for the unpredictability factor. I knew that in the world of graphic design, collaboration is common, so I turned to Aaron Ishaiek, a fellow SAIC graduate and a renowned art director from San Diego. While not a professional printmaker, he has been making experimental etchings in his home studio for the past 12 years and would bring a unique methodology to plate making. At this point, I knew that we had a good range of aesthetics and techniques. From organic to mechanical and architectural, from representational to abstract, from photomechanical to traditional intaglio methods, this was an eclectic group of individuals that could work together as a team and conduct a successful day-long workshop.

Upon acceptance of our proposal, the first challenge was to design an intaglio matrix that was big enough to utilize the large press fully, yet modular, so that several components could be developed by individual artists at their own pace and location, allowing artists to explore individual monoprint techniques with their plates prior to the conference. In keeping with the *Sphere* theme and the size of the maximum paper that we could use, 60" wide Lenox 100, we wanted to create something that could be interpreted as a 'celestial plane,' where some of the components would read as planets or individual worlds representing each one of us. Together the components would create a coherent abstract form suggestive of a printmaking community and reminiscent of the solar system. We also had to understand how to print this puzzle, and how it could represent collaboration by different arrangements of the elements. After a series of conversations and passing several geometric designs back and forth, we decided that each artist would etch two 14" and two 10" circles.

Some of the smaller elements connecting circles were also etched, while some were not and were left blank. In total we made 42 shaped matrices, and at the workshop each artist would coordinate printing an individual image comprised of 32 components. Some artists also made individual stencils or additional matrices that could be used to embellish the overall design. The plates would be intaglio wiped and relief rolled, or simply used as substrates for the monotype techniques that each printmaker wanted to showcase. None of us had ever made prints of this scale or complexity, and there were many technical issues to resolve.

The first in a series of technical challenges was the material and precision in the shaping of the individual components. Everything had to fit seamlessly, but we had a very limited budget. That meant that neither zinc nor copper, the most traditional etching metals, could be used. Instead, we would use cold rolled steel. While cheap and readily available in any size, steel is hard to cut, etch, and rework. Luckily, some of us had been experimenting with using copper sulfite for etching cold metals as well as using ImageOn film to get our designs on the plates quickly. Since no one could cut all of the matrices by hand with enough precision, I engaged a local metals shop to use their water-jet CNC machine. I built our matrix design in Adobe Illustrator, and then translated it into a CAD drawing for the machine to read. The metal and all the work came to just under \$300. Now we had to test the overall puzzle. Would it stay together in the press? How would we get the paper on the bed without anything shifting? Were we attempting the impossible? Luckily for us, Professor Sydney Cross of nearby Clemson University let us use their large custom-built press to pull a blind proof of the entire puzzle. The matrix and paper ran through the press flawlessly. We were in the game!



Tim Van Ginkel and Margot Meyers assembling the matrix A. Velicky

By the end of November 2014, all of the plates had gone out to the individual artists for etching. At this point, Mary and I were working together at USC and this gave us a chance to create works that were a symbiosis of our individual aesthetics and print styles. Using relief, intaglio, serigraphy, and digital printing, we created a 24-foot long print. We learned that collaboration is about leaving your 'driver' tendencies at the door of the shop, and maintaining a continuous dialogue about form and concept, so that the sum of all parts could make a cohesive whole. We also began forming a group of student assistants that would prove invaluable at the conference. By the end of February, the artists returned the etched plates to us, allowing us to test all the plates and experiment with various inking techniques. We spent countless hours in the studio with our team of students trying different arrangements and combinations, working in smaller sections of our total matrix on our trusty Brand. With each passing day, our confidence grew and our students became more involved, not only in press assistance, but in making decisions and discoveries of all the possibilities printmaking has to offer.

Finally, the big day arrived in Tennessee. At first the huge press, nicknamed *Betsy*, was intimidating. But as our group assembled with their corresponding teams of graduate and undergraduate assistants, we regained our confidence. On the day of the workshop we gathered at 8 a.m., set up our workspace and planned our flow of execution. There were over 10 split fountain slabs of various sizes and hues, dozens of metal plates, hundreds of styrene or pt sg plates, 6 intaglio wiping stations, and an incredible ballet of over a dozen printmakers working in unison. As we pulled our first run of the day, the electricity in the studio was palpable. Unlike originally planned, where each artist was to be in charge of an individual print, we started making decisions together as we printed, really working as a team where each individual would act more as a guide to the process rather than a dictator. The prints at first were complex with vibrant colors, and then became simpler, more muted



Tim Van Ginkel and Frol Boundin—fine tuning Pamela Winegard



Frol Boundin and Ane Weisith Orcutt in the studio post workshop examining the final prints

Adam Orcutt

and controlled. Each artist would focus on one aspect of the technique, and then others would respond in turn. It became a game of give and take where communication and forming ideas right on the press bed became the main driving force. Our friend Margot Meyers of Bellingham, wa who knew about the project, came and brought plates that she had made on her own, adding them into the rotation. Finally, the audience members joined in and started inking and composing with some of the matrices and stencils. Every member of the group was able to share tips and tricks that they brought to the project and some of the audience members stayed the full six hours of the workshop. By the evening Gala we could hardly stand, but the energy and exchange was unlike anything that we had experienced. It was a complete and true collaboration.

The resulting six prints are quite possibly some of the most complex images I have ever seen. With each passing day, as I watch them on the walls of my studio, I make new discoveries. The individual components are indeed personal worlds that speak of fascinations, memories, experiences, and yet together they form a universe that tells a story of a year in our lives when six printmakers dreamed, worked, and learned together.

Participants

Frol Boundin, University of South Carolina, Adjunct Professor
Tim Van Ginkel, University of New Mexico, Assistant Professor
Mary Robinson, University of South Carolina, Associate Professor
William Howard, Western Illinois University, Professor
Kristin Calhoun, University of New Mexico, Graduate Student
Aaron Ishaiek, MJE San Diego, Senior Art Director

Book Bombs: Narrative Prints in Public Space

By Mary Tasillo and Michelle Wilson



Strive

Michelle Wilson



Mary Tasillo & Michelle Wilson at Welcome House

M. Wilson

Book Bombs consists of the two-person team of printmakers Mary Tasillo and Michelle Wilson. As a collaboration, Book Bombs re-contextualizes public spaces, particularly park benches, empty lots, street sign posts, telephone poles, and abandoned buildings, drawing on the history of street art and the artist multiple. Our site-based interventions highlight the social and environmental issues of a location, such as homelessness and endangered and invasive plants ecologies through prints, paper, and zines.

The two artists first met as fellow students in the Book Art and Printmaking mfa program at the University of the Arts in Philadelphia. Book Bombs began with a spring 2009 social media exchange. Michelle posted a link to an article about yarn bombing—the act of installing crocheted or knitted designs in public spaces such as trees, parking meters, street signs, and so on. As a book artist, Michelle jokingly posed the question, “What would it mean to book bomb?” Mary took her seriously and their collaboration began.

The first conversation covered topics from the act of reading in public, to control and ownership of public spaces, to public parks and who occupies them. One focus during the initial conversation became the bar that is installed on park benches to prevent a homeless person from sleeping comfortably—euphemistically called the ‘arm rest.’ Park benches and their armrests, Michelle proposed, were sites for interventions. With this, their first project took shape.

Book Bombs was born as a series of print and zine drops in public park spaces in Philadelphia, scheduled to coincide with the *Philagrafika 2010* international printmaking festival, which took place in January through early April of 2010. Assuming an air of legitimacy, we signed ourselves up as in Independent Project, joining many galleries, museums, and other established institutions, procured some grant funding, and proceeded to cut down invasive plant species from empty urban lots for papermaking, scavenge wood scraps for block carving, finagle print shop access, and tie and paste prints to walls, park benches, fences, gates, and lampposts around Philadelphia.

The project was about printmaking, papermaking, and public space, but it was also about community and collaboration. Book Bombs began with the idea that we were making art for the public realm and we had to trust that people would see and appreciate the prints for their brief lifespan. To say that we shared ideas with one another is an understatement, and as the project gained momentum, we tied into a network of creative, technical, and ideological support in Philadelphia and beyond.

This was exemplified by our project for *The Welcome House*, an opportunity that arose in fall 2009 as we were preparing for *Philagrafika*. As is the case with many projects that use social media as part of their evolution, we were generating energy before our project officially launched.

Mary Tasillo assists participant in hanging his paper on the wall of the Welcome House, October 2009

M. Wilson





Rooted Within, installed in Louis Kahn Park, April 2010 M.Wilson

The Welcome House was a project conceived and curated by Marianne Bernstein. The structure was a 10' x 10' x 10' clear cube that was installed in Philadelphia's Love Park for ten days as part of Design Philadelphia. A different artist or artist team was given the cube as a one-day residency, opening up an artist's traditionally private studio sphere into an interactive and communal event.

Book Bombs turned our day in the structure into a collaboration with the public, inviting the population of Love Park, which included office workers, skateboarders, protesters, passers-by, and the homeless, to make pulp prints about the park, urban space, and Love Park in particular. Pulp prints are a hybrid papermaking-printmaking technique. In this process, paper pulp is beaten to an extremely fine consistency, so much that it will not have integrity as paper. This pulp is then squeezed through screen print mesh stencils onto a freshly pulled, wet sheet of handmade paper. Due to the nature of printing with pigmented paper pulp instead of ink, imagery can be layered immediately without the need for drying between layers. Our stencils were prepared and exposed prior to the event, using imagery and text that related to the park, including themes of home and security. The resulting papers were attached while still wet to the interior of the Welcome House, imagery facing out to the public, creating an evolving visual conversation throughout the day. That evening, as the sun was setting, we had to shut down, turning away the line of people who were waiting to make a print and contribute to the wall of the Welcome House.

Our day at the Welcome House became a major influence on how we developed our project. It taught us the power of making prints when engaging the public, but most of all; it opened our eyes to the multiple narratives transpiring simultaneously around us. Book Bombs began with a focus on place—we were taking

ownership of the city we lived in, declaring its streets our art gallery, free of restrictions. *The Welcome House* clarified that our content was more than just our story; it belonged to our community and our city.

Philadelphia is a postindustrial city with a large and visible homeless population, as well as a wealthy population that lives in the city's center and it seemed natural, when designing a project for public park spaces, to address the tension between two uses of city parks, as a haven for those without property and as a leisure space for those with a home. Our first print, *Where Is Home?* functions as a diptych, calling out the difference between sleeping on a park bench and having a roof over one's head. The imagery was printed from hand-carved woodblocks and antique wood type. The handmade paper was made from worn linen and cotton clothing, thinking of the way clothing becomes primary shelter for those sleeping on the park benches. The prints were distributed on the first Friday of January, to coincide with First Friday gallery openings, when we became closer to our subject in unintended ways as the January temperatures numbed our fingers and chilled us to the bone while we spent several hours traveling the city and tying the knots that would secure our prints to a fence, bench or post.

Themes evolved print by print. The second print in the series, *Tenacity*, was a two-color woodblock with wood type, printed on paper made from the invasive species Paulownia (*Paulownia tomentosa*). This plant grows rampant in vacant lots around Philadelphia, and is also known locally as North Philly Palm or even more colloquially as 'ghettoweed.' It was important to us to use a plant that was, for all its non-nativeness of the city, clearing the sidewalk up the street from Michelle's studio as we harvested.

The prints became nominally about the plants, while characterizing the city's inhabitants and envisioning transformation at a time of a depressed economy in a gritty city. Our second print bombing took place in early February, in the lead up to a blizzard. The first flakes started to fall early in the evening and by the time we finished our round of parks and back alley fences, we were becoming rapidly snow covered. The *Paulownia* paper proved equal to the occasion, weathering two blizzards over the month of February. Most prints survived that first storm, and some were still hanging when we came back a month later to hang *Strive*.

Strive, our third print for *Philagrafika 2010*, was another woodcut, with both wood and metal type, printed on mugwort-abaca paper. Like the Paulownia fiber, the mugwort (*Artemisia vulgaris*) was harvested from the North Philly neighborhood where Michelle's studio was located. In Chinese medicine, mugwort is said to induce



Tenacity

M. Wilson

vivid dreams. While printing in a frigid winter print shop where we had to warm the ink by a space heater before applying it to the rollers, that plant seed sleeping under the city's surface was a particularly powerful prayer for surmounting the winter of a city's discontent.

The culmination of our *Philagrafika* experience was the official Book Bomb, our first issue of Book Bombs the zine, called *Rooted Within*. In this zine, we brought together the narrative of our three previous prints. Printed in an edition of 500, they were pamphlet-sewn and gate-folded by hand, and then installed on park benches in the parks of our previous print bombings. The text and imagery of the zine was based on our prints and sketches, and ruminated on the visible and invisible layers that make up a city, and how the experience of living there transforms its inhabitants.

From the *Rooted Within*:

Rooted Within, these stories become the fibers of our being.
They hold us up, hold us back, and branch out
in ever increasing patterns.
They grow inside us, and inside the city itself.
From block to block, the city changes.
As I pass through it, it changes me.

It was park benches, particularly the 'arm rest,' that had ignited our original conversations about what it means to Book Bomb. *Rooted Within*, our book bomb, was installed on park bench arm rests throughout Philadelphia, bringing things full circle.

As stated previously, Book Bombs was originally conceived as a project for *Philagrafika 2010*. However, it became quickly apparent that we didn't want to limit ourselves to just that event, and Book Bombs became an ongoing collaboration, continuing our work intermittently and trans-continentially since Michelle's move to the Bay Area. Since 2010, Book Bombs has completed projects in Baltimore, San Francisco, Minneapolis, Toronto, Madrid, and St. Louis. We continue to release zines both physically and digitally; some of our zines are available for free download on our site, bookbombs.net.

Book Bombs became a gift, a gift to the cities themselves, the experience of living in Philadelphia, the chance to visit others, a gift to passers-by, to those who read our words, touched our paper, sought our bombing locations. The giving became a gift to us, the chance to give to the unknown, to open us up to new encounters and possibilities, to set our prints and our zines out on travels. Some were undoubtedly lost to the trash, but some found homes where they are treasured. The chance to give made us grateful. Grateful to an appreciative, supportive community that offered us opportunities to share our art and ideas with others, and that shared facilities, supplies, enthusiasm and knowledge. Grateful to the experience itself, what it made us aware of, what it taught us, what it made us capable of, and how it changed us, day by day, month by month, and looking ahead, year by year.



Al-Mutanabbi Street Starts Here Project, Fine Arts Gallery, George Mason University School of Art, Fairfax, Virginia Nikki Brugnoli Whipkey

Al-Mutanabbi Street Starts Here!

By Cathy DeForest, PhD

Collaboration is a perfect fit for printmakers. As a beginning printmaker, nothing gave me greater pleasure than learning from fellow printmakers at Sherry Smith Bell's Blue Sky Studio in Lafayette, California. My greatest collaborative experience to date is working with the *Al-Mutanabbi Street Starts Here! Coalition* begun in 2008.

Named after the famous classical Arab poet Abu at-Tayyib al-Mutanabbi (915-965 ce), al-Mutanabbi Street has been a thriving center of Baghdad's bookselling and publishing worlds for many years, a center for intellectual exchange. On March 5th, 2007, a car bomb exploded on al-Mutanabbi Street, killing 30, injuring 100. When the world did not notice this tragedy, Beau Beausoleil, a San Francisco poet and bookseller, formed a coalition of poets, artists, writers, printers, booksellers, and book lovers to create a response that is now in its ninth year.

Letterpress printer, Kathleen Walkup, facilitated the first call to letterpress printers to create broadsides marking the tragedy, which yielded 43 broadsides in 3 months. Following that, Beau worked with Sarah Bodman over the next two years and 130 broadsides were created, one for each person killed or wounded on that tragic day. Collaborating with a host of artists, librarians and museums, Beau organized 23 exhibits, starting in October of 2007 at the San Francisco Center for the Book, including five in Great Britain, two in Ireland, one in Canada and one in the Netherlands.

In the summer of 2012, a broadside exhibit of all 130 broadsides was held in Washington, D.C., organized by Casey Smith at the Corcoran School of the Arts & Design. The Pulitzer Prize winning journalist, Anthony Shadid, connected Beau to Dr. Saad Eskander, the Director of the Iraq National Library. After some correspondence, Dr. Saad Eskander welcomed one complete set of the 130 broadsides into the permanent archive of the Iraq National Library. An exhibit of broadsides was held in Baghdad in April of 2013. library.fau.edu/depts/spc/jaffecenter/collection/al-mutanabbi/index.php

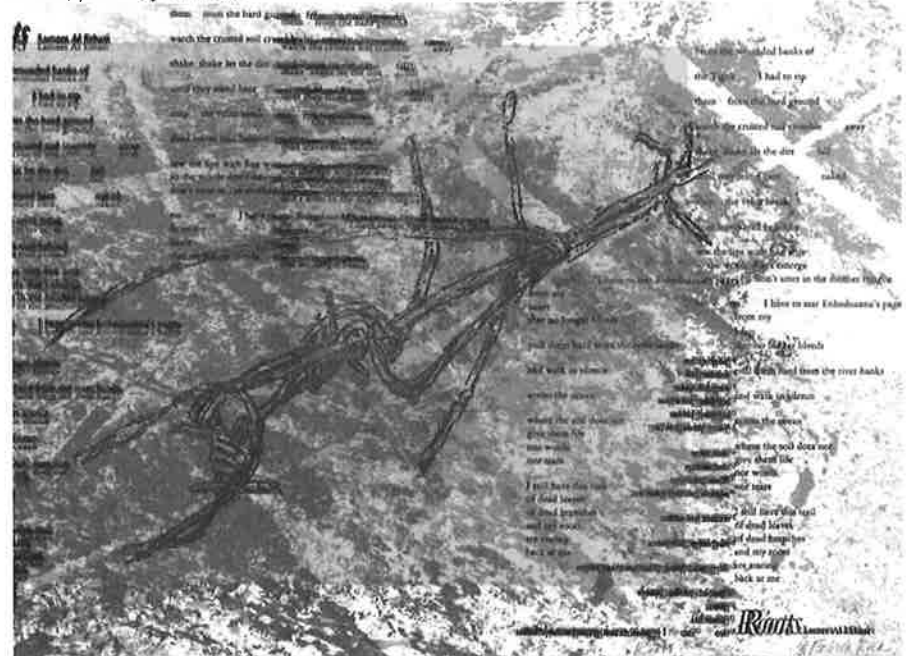
In 2012 Beau and Deena Shehabi edited a highly praised anthology of 288 poems, stories and essays written by 110 international poets, journalists and writers (many of whom are Iraqi) who responded to the bombing. *Al-Mutanabbi Street Starts Here: Poets and Writers Respond to the March 5th, 2007, Bombing of Baghdad's Street of the Booksellers* was published to honor the cultural achievements of a society that has been forever damaged.

Beau continued his call for art—this time to book artists. Book artist Sarah Bodman joined the project in 2008 as Beau's co-coordinator for the broadside project and then as his co-coordinator on the artists' book project. She remains the UK coordinator for both projects. Two hundred sixty of us created artist books elevating the importance of books and the street so well known for its beacon of intellectual freedom. From 2012-2015, 24 exhibits of broadsides and artists' books expanded their reach into the Middle East at the American University in Cairo, Egypt and revisited sites in England, Canada and the Netherlands coordinated by Sarah Bodman of the University of West England.

Beau's fourth call to artists was to printmakers. Beau and co-coordinator Catherine Cartwright of England named the printmaking project *Absence and Presence*. Beau felt that there probably wasn't an Iraqi family that hadn't experienced absence and presence in relation to their family members, loved ones, or even their country. He felt that the idea was something that artists in general would recognize within their own lives as well. So far 180 printmakers have completed their prints and they have been exhibited in the US and Europe, with the inaugural exhibition again at the San Francisco Center for the Book in 2014. sfcbook.org/exhibitions/absence-and-presence.

CSP member, Felicia Rice, of Moving Parts Press states, "Collaboration is a call and response. The writers from the *Al-Mutanabbi Starts Here Project* have called out to me through their poems. I responded first with a broadside, *Destinies*; then, an artists' book, *Five Hymns to Pain*; and most recently, a print, *Roots*. Once I had one of the poems in hand, I went to work interpreting it visually in word and image."

Roots, poem by Lamees Al-Ethari, letterpress print by Felicia Rice



Detroit to Baghdad: Al-Mutanabbi Street Starts Here Exhibition at the Arab American National Museum in Dearborn, Michigan



Felicia describes her process further, “When I asked Beau Beausoleil, to suggest a poem to work into my print for *Absence and Presence*, he sent me *Roots*, by Lamees Al-Ethari, an Iraqi poet largely in exile from her home. The poem speaks of Lamees’s painful loss and ties to her homeland, Iraq. In developing this relief print I interpreted the poem through the image, color and typography. The image is my drawing of barbed wire as roots, speaking to exile and war. The colors—yellow, khaki, mud brown, black—evoke the harsh desert, the brilliant sun, the dark earth and tangled roots. The multiple passes of the handset type obscure the language and challenge the viewer to decipher the message, to dig into the text and engage with the intensity of the poem. The intent is for the print to be gritty and dirty, to disturb.”

Dialog has been the driving motivation behind the presence of *Al-Mutannabbi Street Starts Here! Project* member, Bill Denham says it well. “Over the past eight years, through the production of over 600 works of art and through the more than 50 exhibitions and the more than 150 programs that have accompanied these exhibits, our purpose, those of us who have responded, has been to express solidarity with the Iraqi people and to take the lesson from the bombing of al-Mutanabbi Street to heart—the attack, born of cynicism and hatred and ignorance, was made not only on life and property but, more fundamentally, on ideas and on culture itself. This project enables artists to join hands with our Iraqi brothers and sisters, to join hands with all those with whom we have contact and to work always to forge new bonds between people, within and across cultures.”

Personally, I did not feel I could create my artist book, *Ink and Blood*, without getting to know some Iraqis. I traveled from my small rural town in Southern Oregon to San Francisco seeking Iraqi connections. I was introduced to Salam Talid, who graciously answered my questions, helped me download Arabic fonts and translated text for me. I know this tale could be told by many of the artists involved with the *Al-Mutanabbi Project*. Many project members collaborated with artists, writers, translators and librarians in order to create their works.

The use of social media has also promoted collaboration, where members and friends of the project connect through Facebook, YouTube postings, email newsletters and blogs.

Beau Beausoleil’s prolific emails to the coalition connect us to ongoing tragedies and triumphs in Iraq, the Middle East and North Africa. One of his emails inspired my print, *Our Immortal Soul*. Within twenty-four hours of the car bombing of the ancient bookseller street, ten poets stood in the rubble on top of buried body parts to deliver the *Manifesto of the Baghdad*



Al-Mutanabbi Street March 5, 2007, artist book, screenprint, by Art Hazelwood

Poets, written by Abdul-Zehra Zeki. I created solar plate intaglio etchings of the Arabic Manifesto and its sister English translation. To represent the rich culture defended by the Manifesto, I collaborated with John Sullivan of Logos Graphics to create relief and intaglio plates of ancient cuneiforms. To elevate the unfolding of the Manifesto with these ancient beginnings of written language, I made my print into an artist book, and encased it a portfolio bound by Sabina Nies, my favorite fine bookbinder.

The greatest achievement of this work however came about in a circuitous route. In 2015 I encouraged Hampshire College in Western Massachusetts to host the *Al-Mutanabbi Street Starts Here Project!*, where I participated in a panel discussion at the college, and met Claudia Lefko. Claudia had been working with Dr. Marzin Al-Jadiry, an oncologist in Baghdad since 2004. As a result of her connection, my book, *Our Immortal Soul*, was hand carried back to Baghdad to be delivered to the Manifesto poet, Abdul-Zehra Zeki. It took nine years for Abdul-Zehra to know that his words live on in the minds of those who see the coalition's printmaking exhibitions across three continents. Collaboration has wide circles.

My printmaking experience is a microcosm of this project. Hundreds of stories can be told of how poets, writers, printers, books artists, printmakers, film makers, booksellers and book lovers have woven their work together into a web of solidarity for the Iraqi people and the in defense of culture throughout the world.

Many present and past csp members have contributed to the print project including Sherry Smith Bell, Art Hazelwood, Karen Kunc, Mary Laird, Katya McCulloch, Golbanou Moghaddos, Carrie Ann Plank, Felicia Rice and Kim Vanderheiden. Carrie Ann Plank inspired her students at the San Francisco Academy of Art from Saudi Arabia to contribute prints.

Art Hazelwood, long time activist and printmaking teacher, created an accordion screen printed artist book, *Al-Mutanabbi Street, March 5, 2007*, that depicts the joy of book lovers on the street and the carnage after the

bombing. His woodcut print, *Arise From the Flames*, is a compelling image of a man and woman holding a book. A flame arises behind them, reflecting the courage and grace of the Iraqi people despite all the suffering they have endured.

Art Hazelwood's contributions to the project, however, went beyond his artist book and print. As a US coordinator for *Absence and Presence*, he encouraged his students at the San Francisco Art Institute to contribute work, including those born in Iran and Turkey. Art also tapped long time activists to become involved in the project. Next, Art took the project into Katya McCulloch's printmaking class at San Quentin Prison. Their work with the men there, Jasper Alford, Khalifah Christensen, Dennis Crookes, Justus Asad Evans, Ronnie Goodman, Gary Harrell, Ray Ho, Frederick P. Tinsley, and Michael Williams, produced profoundly significant work. These men understand what it means to have their culture taken away and to live in a kind of war zone.

Beau is adamant with curators that this project is not an 'Art Exhibit' but a project of art in the service of ideas. He asks curators to step outside of their normal curatorial boundaries. Sometimes this leads to differences in how Beau and curators view collaboration. Beau does not want just a series of exhibits, isolated from the ideas of the project. In his words, "I'm not really comfortable with a phrase that has started to pop up in descriptions of exhibits about to open, as the work being part of a 'traveling exhibit.' To me each exhibit is unique and holds the possibility of reaching people in a way that we haven't yet. Traveling exhibit, sounds too much like a set piece, but each exhibit includes a different group of artists' books, broadsides, and now prints, so everything is made new again and again."

When an *Al-Mutanabbi project* member is involved in the curating of the project, collaboration of the finest kind is often the result. Two such exhibitions are debuted in 2016, one in Portland and one in Washington, D.C.

Bill Denham first became involved with the project when he letterpress printed the design and image csp member Kim Vanderheiden created, *The Diameter of the*



Our Spirit Still Lives On, linocut by Ronnie Goodman



Mutanabbi St. Explosion 2007, linocut by Frederick Tinsley

Bomb. This piece is based on words by Yehuda Amichai and translated by Chana Bloch. Bill's involvement in the project is a model of collaboration. After moving to Portland from the San Francisco Bay Area, Bill hosted an event in Portland with Dr. Baher Butti, who moved to Portland from Iraq in 2009. Their first event in 2014 drew over 70 people, 35 of whom were Iraqi refugees. The evening was filled with English and Arabic readings, Iraqi music and art, and homemade Iraqi food. The highlight of the evening was the moving testimonies of each refugee.

Building on that success; the following year Bill and Dr. Butti hosted another event that drew a standing room only crowd, an estimated 60% of whom were Iraqi refugees now living in the Portland area.

The events of 2016 corresponds with the national printmaking Southern Graphics Conference in Portland. The exhibition of prints, broadsides and artists' books as well as multiple events begin March 5 and close May 15, 2016. To accomplish all this, Bill Denham and Dr. Butti built alliances with the Iraqi Student Club of Portland State University, the Iraqi Society of Oregon, the Portland Office of Neighborhood Involvement, The Middle East Studies Center at Portland State University and the World Affairs Council of Oregon.

In Bill Denham's words, "Each broadside, artists' book, poem, essay or print that we witness in the exhibit defies the darkness of cynicism, ignorance and hatred that resulted in the bombing of al-Mutanabbi Street and gives us a platform to build upon for the future of our community, which has become more diverse with the influx of 1,500 Iraqi refugees. The more ways we can experience each other, the more ways we can hear each other's stories, the more we will come to see our common humanity—an essential ingredient in our shrinking world. So we will build on the work of Beau Beausoleil and the *Al-Mutanabbi Street Starts Here! Coalition*, we will create replicable projects and events; lectures, slide shows, panel discussions, group conversations in the format of a 'World Café.' Our new focus is developing curricula for high school and college classes—that will continue the work of inclusion and community building for years to come."

Another outstanding model of collaboration was designed and coordinated by Helen Frederick in Washington, D.C. in 2016. Helen curated exhibitions and programs at twenty-five venues, including the George Mason University School of Art, the Corcoran School of Art & Design at The George Washington University, and the Smithsonian American Art/Portrait Gallery Library. Poets, translators, and critics gave readings, translation workshops, and talks, bringing the poetry of the Arab and Muslim worlds to D.C. area audiences. Artists, noted calligraphers, printmakers, and papermakers at George



Ink and Blood, artist book, intaglio and monoprints by Cathy DeForest

Mason University, gave hands-on workshops. A street festival was held for residents of Washington, D.C. in art making, poetry readings, music, food, and book exchanges, in celebration of the spirit of Baghdad's al-Mutanabbi Street.

In Helen Frederick's words, "As an artist, organizer, and professor at George Mason University's School of Art (soa) I value the collaborative academic and professional community focused on advancing creativity through traditional and new media applied to varying social contexts. soa is founded on the premise that art both reflects and inspires a creative society, improving the human condition while describing the world, both as it is and could be. I personally am immersed in this project to support freedom of expression through the arts, to help share and foster dialogue and positive ideas about the Middle East, and everywhere where the free exchange of ideas is threatened rather than embodied as a human right. This project will forge links with others across generations and locally, nationally and internationally, erase biases, and support voices that cannot be heard."

The power of collaboration and the collective voice is reflected again and again in the *Al-Mutanabbi Project*. It is our hope that the people of Iraq will feel seen and heard and that the world will value the beauty and depth of their culture.

My last words in my book, *Ink and Blood*, are:

Like the rivers that embrace Baghdad,
The flow of culture endures;
It is in our blood to have ink in our hands.

There will always be someone inspired to
communicate through words and images.

There will always be someone drawing
sustenance from art and knowledge.

The Republic
of the Imagination

cannot

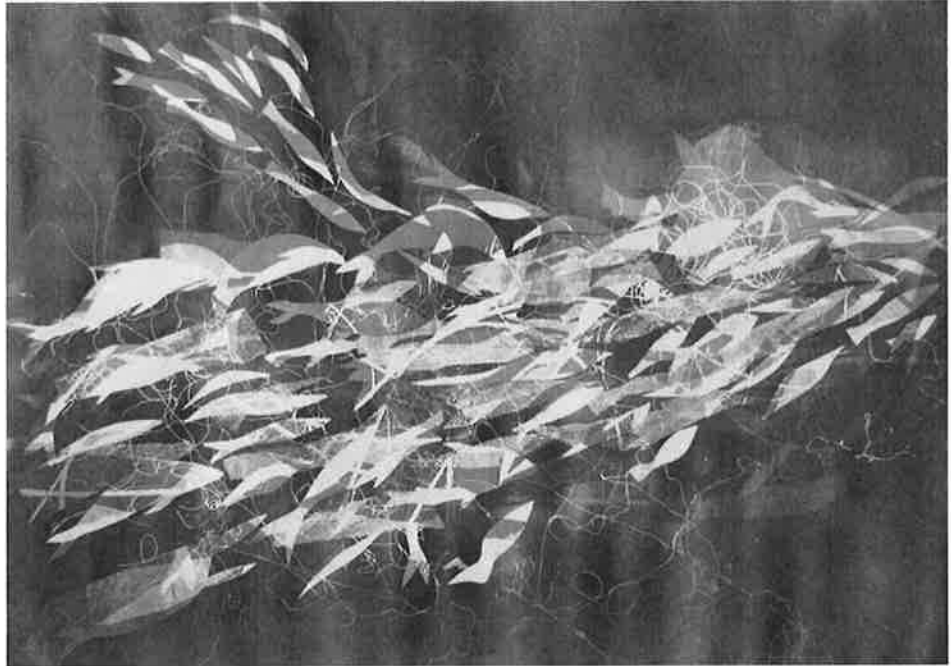
be destroyed.

Contributors: Beau Beausoleil, Felicia Rice, Art Hazelwood,
Bill Denham, Kim Vanderheiden and Helen Frederick.

For a full list of exhibitions see:
al-mutanabbistreetstartshere-boston.com
sfcg.org/exhibitionsabsence-and-presence

Contact Beau Beausoleil at overlandbooks@earthlink.net

To join the printmaking project, *Absence and Presence*,
contact Cathy DeForest at literarybridge@gmail.com.



Freedom in the Ocean, print by Tsvetelina Spiridonova

Save The Oceans

By Tsvetelina Spiridonova & Kamen Dragomirov

This story begins one summer vacation in 2009, when my family and I traveled around the coast of the Turkish Black Sea. The beaches at first glance were desolate of people, wild and beautiful. Once there, and to our horror, we were eye witnesses to dolphin suicides. It was a devastating shock when we saw the dolphins on the beach slapping and splashing their fins and tails, trying to get as far from the sea as possible and onto the dry coast.

My 6-year-old son saw all this agony and burst into tears! As we started to learn more about these suicides the truth was—the unusually warm waters and the extreme pollution in the sea is causing this terrible tragedy! On those wild beaches which no one cleans, we found enormous piles of garbage, 10 feet high, from all different parts of the world, brought there by the currents and rivers. This touched our hearts deeply and we promised right then, to start doing something, for the sake of our mother—planet earth, for the sake of future generations, and for our own two children.

We promised to find a way to express our belief with the most innocent and sincere way of communication, through a collaborative effort... the arts.

We believe being an artist today means more than any time before. It means to be a socially aware person who is sensible and involved with almost everything meaningful in life. It is the way and the goal of our existence. To be a good artist today, we need to innovate artistically, and create a good message that is worthwhile and significant. We the artists, musicians, actors, poets, all of us, are very sensitive people. We feel the vibrations in the air that are directing us towards the importance of strong missions. Those missions can inspire and provoke positive change in humanity and world prosperity. Art can be a better, stronger, and a more universal tool of good will than any political platform.





Hope, print by Tsvetelina Spiridonova

As a result we were so inspired and wanted to find our role in this mission, myself as a printmaker who is always discovering and inventing new art experiments in the printmaking area and my husband, Kamen Dragomirov who is a photographer and sculptor. We started patiently collaborating on our 'sea world through our eyes' project.

It was extremely difficult for me as a mother of two children, to find dedicated time to work on my project. because it was so personal and so important, and with inspiration I managed to work day and night to create the work that represented our ocean creatures.

The concept of our project, *Save The Oceans*, included an exhibition of 50 artworks in a gallery as well as an open air installation. There were enlarged models of dolphins flying over the streets, between buildings and against the backdrop of the blue skies. The dolphins were messengers of the forgotten world, provoking thoughts and feelings of the meaning of life. Kamen created several 3d visualizations of *Save The Oceans*, in different places around the world. They can be seen at: linasimone.wix.com/art. The family of dolphins sculptures are made of organic straw and were installed so they could fly high above the street between the buildings in the center of Sofia, and in front of the gallery where I exhibited my artwork. Both inside the gallery and outside on the street we placed boards addressing different environmental problems and solutions; green ideas for implementation in everyday life. We had a dancing fiesta created by performances of tango and salsa. Our goal was to attract and to open the public's eyes and hearts to the problems humans cause to the environment and our future. Using the universal language of *art* we wanted to capture audience attention on an emotional level, and invite them to participate. We hoped the direct emotional and visual message of our art would provoke this pure instinctive response. We wanted people to realize that the environment is damaged and being destroyed not from some imaginary, horrible asteroid but by us... the people.

The image of flying fishes above our heads was surrealistic, but not compared to the very real danger of our unsustainable way of living. It was time to take responsibility for what we have done and what we continue to do every day. The mission of the project was to inform, inspire, and compel change. Our mission was to help every individual to understand the complex interconnections of things, including the bad effects we may have thousands of kilometers away, as a result of the things we buy right here at home. We must view our everyday decisions as consumers and ask ourselves why, and how much of something we buy, is really necessary. We were determined to provoke a new way of thinking, with a more sensitive and a more complete view of any issue involving our human, planetary footprint, any activity, technology, product or decision, essentially everything in our lives. We wanted to show the inevitable need to reform our current mindset concerning our values and goals as humans and our economic mindset to buy and throw away. We are determined to replace this mindset with a more sustainable and sensible purpose.

Today's iconic goal of existence, "the economic growth" is commonly measured by the growth of pure numbers. This goal is old-fashioned and unethical in the background of the environmental and social problems it causes for the future. We want to inspire a desire for change that will move towards a more sustainable and sophisticated society in pursuit of new opportunities for developing lives fulfilled with better values that give a real sense to our existence.

Today in 2016, the problem still exists; many people in the world do not realize that every minute is important for the big change in a new sustainable world. We must change our values, our measurements of success, and our goals. Our children must be educated to protect the planet in order to protect their own future.

There are many, many ways to distinguish our behavior towards nature and set an example if we choose to, a few examples follow:

Do not dispose of waste in streams and rivers for their paths lead to our oceans and seas.

Reduce the use of plastic bags in stores by wearing and carrying your fabric bag, revealing your sense of good taste and design.

People consume more than 1,200,000,000,000 (one trillion two hundred billion) plastic wraps and bags per year. Production of nylon, pvc, plastics, silicones and similar derivatives of oil pollute the air, water and land, inflicting irreparable damage to the ecosystem for hundreds of years.

Purchase a reusable water bottle and refill it at home or the nearest water fountain when you are out and about.

Please follow us on Facebook: "Save the Ocean Art Project" where you will find additional ideas to conserve our natural resources.

facebook.com/SAVE-THE-OCEANS-ART-PROJECT-140833322650446/

Web page

wix.com/linasimone/art

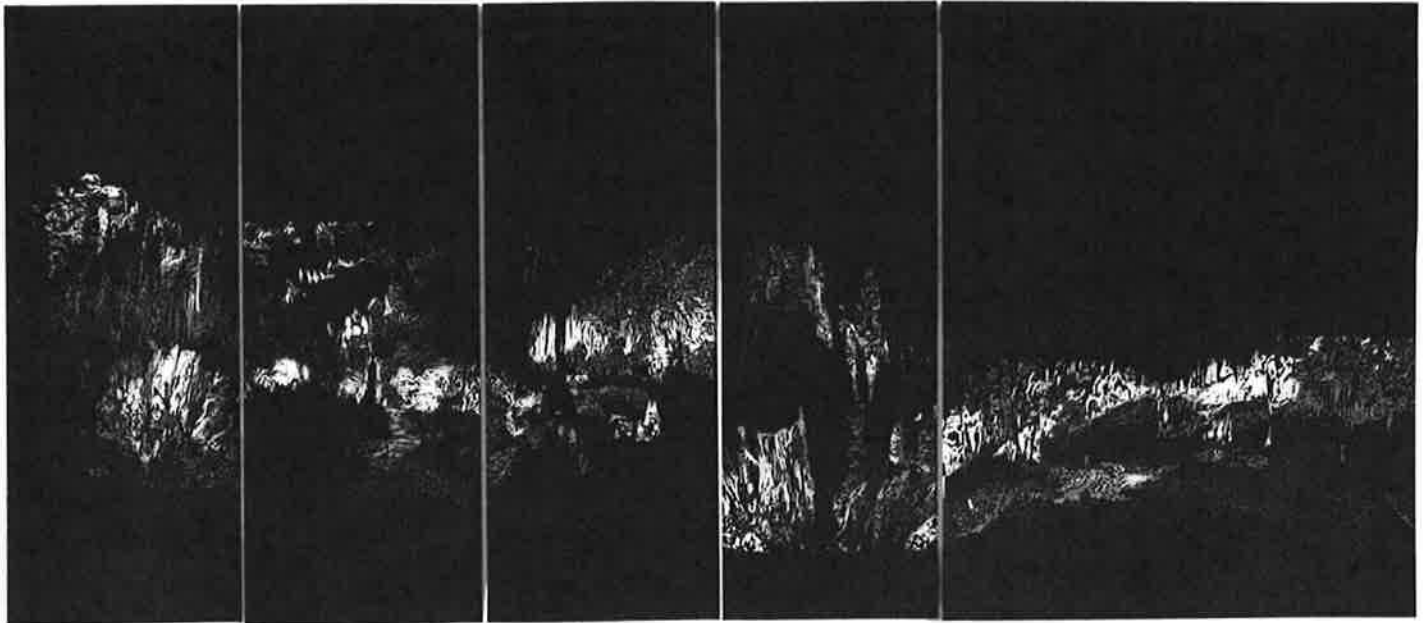
Email

linasimone.art@gmail.com

kamendragomirov@gmail.com



Tsvetelina dancing under the dolphins with
Orlin Oreshakov K. Dragomirov



Liminal Terrain

Navigating Liminal Terrain By Robynn Smith

Sketched out on a napkin on the floor of a deep cave in the middle of nowhere, *Liminal Terrain* became the most complicated print project of my career. The project involved the assistance and contributions of at least six people. Throughout the project, my goal was to make the piece appear as an apparition, all struggles invisible. My challenge was to gather, organize and navigate through enormously varied methods and materials, searching for the most direct routes, recognizing opportunities and embracing the unexpected.

In 1967 Bob Dylan collaborated with his band mates on some loose recordings. The resulting lyrics to 20 new songs, written but never set to music, were filed away and forgotten. In 2014, Dylan handed them over to producer T-Bone Burnett, who assembled an ensemble of extremely able musicians to interpret Dylan's lyrics. The band became *The New Basement Tapes* and in 2015 released the album *Lost on the River*. After hearing the songs, then watching the film of their collaboration, I felt exhilarated and jealous at the same time. I admired the energy, synchronicity, spontaneity and excitement that comes from working with others. The exploration of the unfamiliar, shared with other curious souls.

When I first heard *The New Basement Tapes*, I had no way of knowing that *Lost on the River* would become the sound track for two major printmaking collaborations, with two different groups of people, on two different continents.

Liminal Terrain was slated for exhibition early in its inception, through a competition sponsored by Akua Color. The deadlines, format, juror/curators and fellow

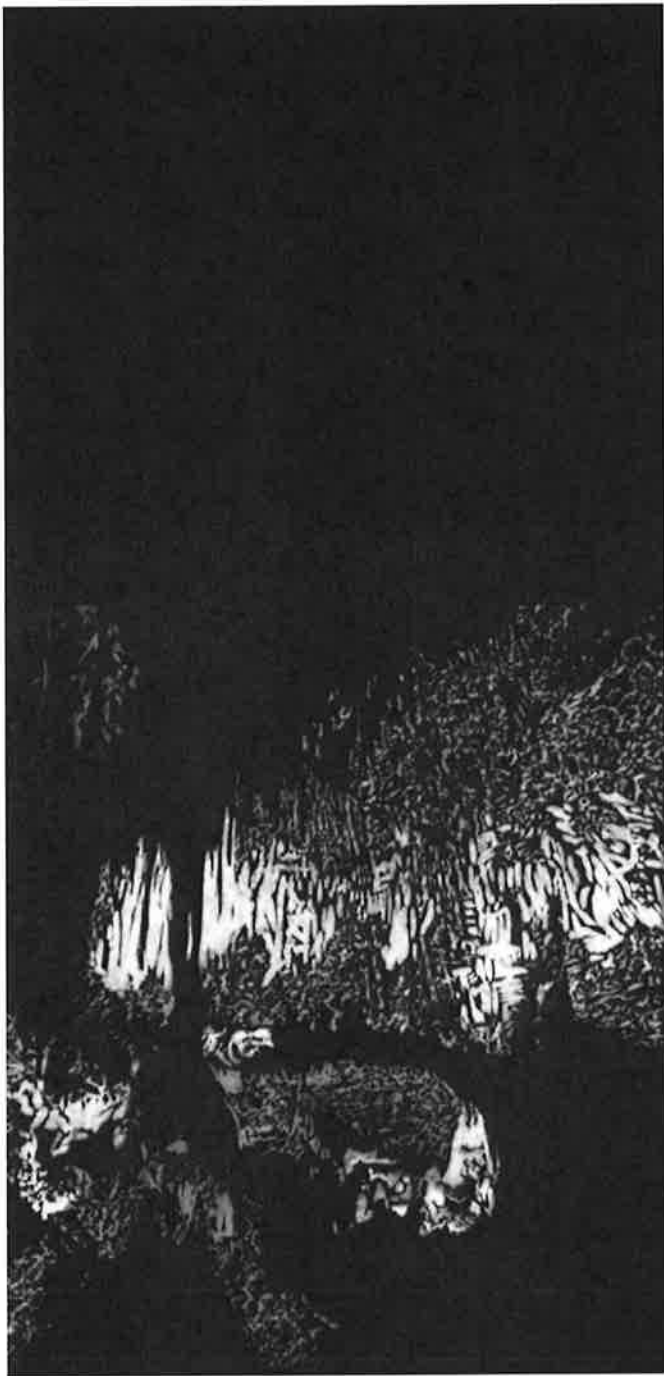
exhibitors added to the process, becoming significant players in the project.

This collaboration was born of necessity. When I left Carlsbad Caverns I wanted to create a series of lighted vignettes surrounded by pitch-blackness. I knew that digital photographs would be involved, overprinted with linoleum cut relief prints. I knew that the piece would involve a number of independent panels, somehow visually connected. I suspected I would be calling on a raft of people to help me bring the piece to fruition.

By chance I saw a call for entries for an interesting exhibition in New York called *Then and Now*, and applied for it. Juror Maddy Rosenberg of Central Booking Art Space accepted my proposal, and the project suddenly became real. It was April, and the exhibition was slated for October.

Akua Color was sponsoring the exhibition, therefore the piece had to be made with Akua Inks. I had to find compatibility between large-scale digital prints, papers, linoleum carvings, Akua inks, an unorthodox installation system and a safe, affordable way to ship the work to New York.

I was to be the conductor of this orchestra. I rallied my players. My first call was to Jonathon Wolf, Photoshop ace with a high quality, large-scale Epson printer. Jonathon and I worked together to transform 15 of my Carlsbad Caverns photos into 5 separate, composited images. I then consulted with the folks at Hiromi Paper in Santa Monica, to choose the right paper for the job. Eduardo Gil de Montes from the Monterey Peninsula College Graphic Arts program, printed small prototypes on all of the various papers.



Liminal Terrain—detail, linoleum cut over digital print

Settling on Asuka paper, the project picked up steam. It was time to begin carving the linoleum blocks. Still unsure of the size and scale of each panel, I knew that each image must be surrounded by utter blackness, and that each printed block would serve to light the darkness. Listening to *Lost on the River* as I carved, I often felt that I was lost in the darkness of the caves, methodically carving my way to the light. Akua inks and large rolls of paper arrived, and still I carved. I tried not to obsess about the unresolved format of the piece, yet I found myself continuously consulting with fellow artists on the subject. Halfway through carving the fourth panel, I took the other three out of the drawer and placed them randomly on my worktable. Within seconds, the format

unexpectedly came together. The panels connected in a way that was the visualization of what I had felt in the cave, but had not been able to articulate nor set a solid path to find. By staying open to possibilities and experiencing the expertise of others, the work reached a place beyond me. Through my unwitting guidance the piece had appeared, but I could never have consciously designed such an arrangement. That the panels connected and flowed together so beautifully, in such powerful concert, was spectacularly moving. The moment connected me to my own creative process, and to the power of a mixed media collaboration.

Invigorated and on a path, I went to Brooklyn for a workshop with Susan Rostrow, the creator of Akua Color. The workshop was part of my competition award, and I was so ready for it! There I met two other exhibition participants, gleaned knowledge from Susan, and worked closely with Christina Pumo, who proved to be invaluable in completing *Liminal Terrain*. Together, Christina and I ran through many permutations and possibilities, eventually finalizing many technical details. Christina taught me the specifics of using Akua for relief printing, helped me devise a registration system and set the perfect press pressure. When I returned home to Blue Mouse Studios in Aptos, I was ready to print the pieces.

Jonathon Wolf printed the digital files. They were gorgeous, bright spots of light surrounded by complete darkness. For a moment I was unsure if I could improve upon them by the addition of my carving. Encouragement from Eva Bernstein, the first violin in my orchestra, helped me to get over my trepidation. Together, Eva and I devised a smooth printing system that involved running each panel through the press twice, once for the lino to be printed over the digital image, and again to monotype solid black around the image. Each pass through the press took my breath away as I reveled in the beauty of the images and the shared experience of realizing them.

Once printed, I had one more terrifying hurdle to surmount: cutting the large panels down to their specific sizes and shapes. I enlisted the help of Beth Truso, as I knew her particular brand of perfectionism would be a foil to my usual “let’s see what happens” attitude. While singing along to *Lost on the River*, the cut pieces slipped into place, and an installation system was devised. Eva was called in to wrap and ship, and *Liminal Terrain* was entrusted to Christina to unpack and install at Central Booking Art Space.

What seemed like moments after *Liminal Terrain* was shipped off to New York, I shipped off to a very different kind of project—an artistic collaboration with my friend Isa Moe in the North of Iceland.



Robynn Smith and Isa Moe jump for joy in Olafsfjordur, Iceland

Deanna Ng

Ten Steps

Friend and traveling companion Isa and I had traveled to Iceland together twice before, as equestrians. This time, we were going as artists, having been granted a collaborative residency at Listhus, in Olafsfjordur, Iceland, on the basis of our proposed project entitled *Ten Steps*. This refers to the exquisite beauty of Iceland, and the fact that Isa and I are unable to walk ten steps or drive ten feet in Iceland without being compelled to take a picture.

With *The New Basement Tapes* blasting, we drove the circumference of Iceland, shooting photographs and videos, collecting data and filling ourselves with ideas. Iceland overtook us. The mists, the wind, the endless wet. Weather became a crucial element in our project. With the light changing constantly, sites were obscured and unveiled in turn. Driving one kilometer became a huge ordeal, as we could not set our cameras down. Shots were directed by both of us, cameras were shared. There was no ownership. We documented it all, from tiny wildflowers to vast ocean surges, enormous herds of white sheep and small bands of multicolored, shaggy horses, bracing themselves against the ever-present winds. At night we took time to look over our shots, and we were struck by the variations in our perspective. We seemed to fill in the blanks for each other. We saw the days' travels anew through our two pairs of eyes.

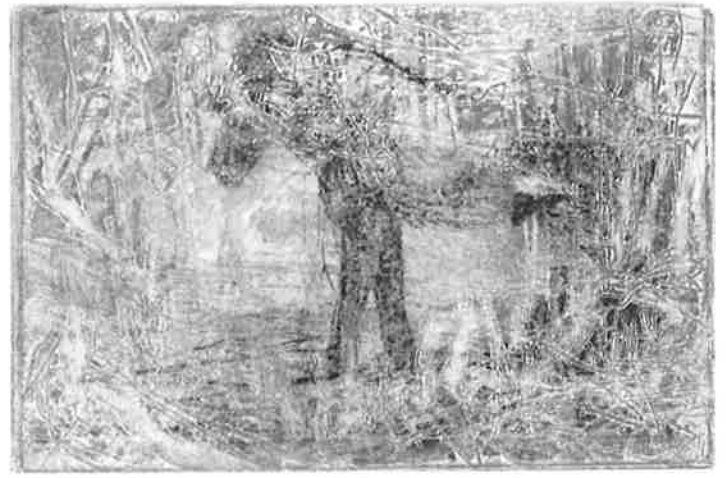
There is something overwhelming about the beauty.
The depth of it. The endlessness. My eyes flit from exquisite
moment to exquisite moment.
I breathe deeply as my whole body opens to accept the beauty.
My eyes are not enough.

Robynn Smith, Iceland Journal 2015

Once at Listhus, we settled into a fully collaborative working environment. We took daily field trips, continuing our photo safaris. Our small, shared studio became a hotbed of activity as we sorted through our photographs, carved linoleum blocks, made digital and hand drawn transparencies, exposed relief and intaglio solar plates to the fickle, autumn sunlight, developed and hand printed proofs. With no responsibilities and no set schedule, we tore into the work, sleeping little, eating only to fuel up. Our shared studio



Solarplate etching by Robynn Smith, Isa Moe and Arthur Lochridge



Solarplate etching by Robynn Smith and Isa Moe

rhythms increased our ability to problem solve, and encouraged new ideas.

There's only one thing that lurks in my mind
It's nothing here, nothing I've left behind
There's something up front, something I hope to find
I'm gonna set sail again tonight
Round the horn and in the clear moonlight

Bob Dylan with *The New Basement Tapes*

The energy that emanated from our studio attracted others at the residency, and our collaboration soon expanded to include an international cast of characters. Nicolaj Wamberg, a Danish musician, wrote and performed the soundtrack for two short *Ten Steps* videos, while Constanza Gazmuri of Chile lent her film editing expertise. Deanna Ng, Singaporean photographer, made her first solar plate prints in our studio, and Irish writer Margaret O'Toole is helping me with this article.

Robynn Smith and I made our first trip to Iceland five years ago and were awed by the stunning beauty of the land and sky, the passion of the Icelandic horses and the rhythm in which the people, we have since come to know and love, live. Returning together this past October on our fourth journey there, our horizons expanded dramatically with opportunity to share an extended period of driving around the island in this place of terrific power where the elements and the force of nature govern daily life. We found, once again, that we could barely go forward ten steps without the need to capture another image, moving or still. Each corner turned blossomed into a new discovery that we simply could not ignore. In Iceland, we found we could create a new language together through our work as artists with a mutual appreciation for a landscape and culture that we hold deeply in our hearts.

Isa Moe, *Ten Steps*

The *Ten Steps* collaboration continued upon our return to the States. Isa and I are now printing the 30 plus plates we made in Iceland. We are combining plates and using our photographs in a number of new projects. My printmaking students at Monterey Peninsula College are joining in, as I lent every student a plate or two when I got back. I'm enjoying their interpretations of the imagery, and introducing them to the power of collaboration. I am still listening to *The New Basement Tapes*.

A note from student Arthur Lochridge . . .

Our class assignment was to print Robynn and Isa's solar plates that they had created in Iceland. Each student printed and exchanged plates with others, and overprinted onto prints we had previously made. We then presented our prints and compared with others. It was amazing to see the variation and experience the excitement of all our classmates.

Two weeks after I returned from Iceland, I attended the closing reception for *Liminal Terrain* at Central Booking Art Space in New York City. Fresh from *Ten Steps*, I marveled at the differences in the two collaborative projects. *Liminal Terrain* was made with the help of many people and the wonders of mixed media. Like the Dylan songs handed off to T-Bone Burnett, the quality and depth of the project was vastly improved as a response to working with others, but the project and the vision were essentially mine. The collaboration that took place in Iceland was very different. It was and continues to be about fearless partnership and the merging of vision. Both projects have much to say about the exponential increase of knowledge and creativity that is possible in a collaborative environment. We think of artists as having strong, singular egos, but letting go of the ego in favor of shared experience, can open vast floodgates to creativity while embracing the unknown.

When Printmaking Collaborates By AV Pike

At the conclusion of a MPC printmaking workshop on Collaboration, the statement was made that Printmaking, by its very nature, is a collaborative media. In simplest terms, it plays well with others. As an artist whose work is totally immersed in process, I completely embrace that premise. Now, you might be one of those that believe that only people can collaborate—and that inanimate things, such as printmaking, cannot. Choose a different word you would advise—use terms like partner, team up with, have a relationship with, connect with, or mix or mingle or marry. Well, yes, those are all good words and we use them every day to describe all manner of relationships, both human and otherwise. And, notably, the word “collaborate” is happily nestled right beside those same words in every thesaurus. So why then should collaboration—and only collaboration—be off-limits when it comes to discussing printmaking? It’s not like we’re talking rocket science here—the word comes directly from the Latin *collaborare*, meaning, “to work together.” In common usage it simply indicates working jointly to produce or create something.

In printmaking, separate processes often share their individuality and uniqueness to such a degree that both of the participating processes are changed. Therefore, the end product is a unique hybrid, even if some individual characteristics (artistic dna, if you will) remain apparent. I’d call that result a collaboration—a relationship fundamentally deeper and different from a surface-level connection, amalgamation, partnership, application or marriage of convenience between processes.

For instance, printmaking has partnered, connected, used—and yes, collaborated—with photography ever since the latter medium was invented. The photogravure is itself a hybrid of the two media. Both

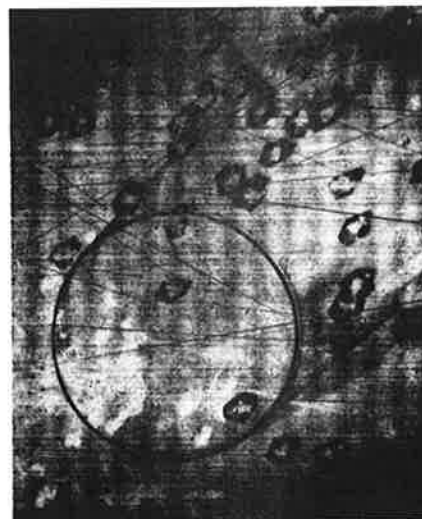
photography and printmaking are essential for creating a photogravure. Film, chemistry and light come from the photography side; the etched plate, ink and press from the printmaking side. It’s an ongoing bond that has been evolving for over a century. In recent years efforts by Magnolia Editions and Dan Weldon have further morphed the gravure process by merging digital transparencies (Magnolia) and photo-polymer plates (Weldon) into the workflow.

My own art almost always employs multiple processes. Typically, one of my finished pieces might well draw upon collagraphs, 19th century cyanotype chemistry, 20th century darkroom negatives, 21st century digital negatives, and photo-polymer plates along its path to completion. These individual processes are inextricably bound together in the finished image. Each process interacts chemically or physically (or both) with all the others, and altering the sequence in which they are introduced into the process markedly affects the final result. Along the way, each medium both gives, and gives up, some qualities by which it is separately defined. The resulting art pushes the boundaries and borders of each. I call that collaboration.

After reading these articles in which the term collaboration is used to describe process, I’ve gained insights into the nature of printmaking, and a better understanding of my own work as well. I hope that all the articles in this year’s journal will also expand your definition of collaboration. So yes, I do think we should allow—and perhaps even (gasp!) encourage—using “collaboration” in describing the way printmaking actually unfolds in our studios. After all, it’s our Art, and we get to make the rules!



Solar plate from analog photogram negative



Proto plate print from digitally altered file



Detail of cyanotype with screen print image



Lining up the second plate over the first print

Sharon King

Combining Methods: Bob Rocco & Signblast Tape Stencil Relief Printing

By Sharon King

On several crisp mornings this past fall I visited Bob Rocco at the Tannery Arts Center in Santa Cruz. My mission: to explore his unique process using signblast tape stencils for printing.

The Tannery is a collaboration between the City of Santa Cruz, Artspace Projects (a non-profit developer of affordable space for artists and art organizations), and the art center itself, also a non-profit organization. Here artists live, work, show, perform and educate. Tucked within this modern, eucalyptus-ringed utopia is PATT, Printmakers at the Tannery, of which Bob Rocco is a founding member and President. Here 20 artists create silkscreen, etching, collagraph, monotype, chine collé, photopolymer etching, photogravure, linocuts, and woodcut, in any combination. “Six years ago the space was a dirt floor with cobwebs, rats and falling timbers. After Artspace rebuilt it, we had a cement floor and bare plywood walls and a heating vent. We had multiple work parties to seal the floors, build the furniture, gallery and storage, put in electricity, plumbing and lights.” Bob explains further, “We have had at least ten internal workshops to teach each other about areas of printmaking we know well. We have broken down the workload of running the co-op into twenty separate jobs that we each have responsibility for. We have done joint venture art projects in the community and have worked with the Tannery on many educational projects.

Working with other people in a printmaking co-op has been inspiring, not only for the professional support and camaraderie but also as a springboard for new ideas, since everyone’s approach to the process is different.”

I was curious to know how Bob’s printmaking collaborates between alternative methods. “I’ve done them all,” he told me. “I can easily move from one process to another.”

Bob’s professional background exemplifies his multifaceted mind. Born in Rhode Island, Rocco holds degrees in psychology, chemistry, medicine, and art.

I get bored easily, and move from tool to tool. The real impetus of a new discovery is that I spend so much time involved in the process of ‘how to do it’ that it becomes a distraction for me. I don’t have to worry about the outcome. I think a large barrier to production is the fear of screwing up, so I delve into the process. I get more enjoyment doing the stuff than finishing it. Occasionally I like the result and am able to show it—the rest of the time, it’s a learning experience. I discover what not to do, and commonly that gives me an idea for a new direction.

With that in mind, Bob might find himself in Home Depot, looking for new materials to add to his repertoire. “I’m trying to figure out what they have and then figure

out what I'm going to do with it. My particular interest is in experimental methods, wherein I try to express my particular feeling about the subject, translating it to a specific time and place."

I asked him how he defines the discipline he brings to his work. "I think focus and determination are just there. Other people may inspire and encourage, but you must have that urge to get into it deeply and finish what you started. I'm the same teaching, working on cars, doing home repair or learning about something new."

In order to understand the process better, I spent several hours at the Tannery working with this innovative process and making note of what I would need to have on hand when I struck out on my own. Here is some of what I learned:

Signblast tape is a stencil material normally used for printing signs or sandblasting letters into stone. Bob realized that it can adhere to plexiglass and be carved with linocut tools. "The advantage of this material is that it is inexpensive and cuts with scissors. The plexi you can score and snap as well. The signblast adhered to the plexi is most often used for the second and third relief plates. The great thing about this is you can see through each plate." Negative space becomes transparent as the tape is carved away from the clear plexiglass. Each block produced can transfer a different color to the surface, often including a base of traditional woodblock.

Bob starts with a two or three-toned thumbnail. "Since I'm working with the interaction of colors," he says, "I choose shapes that superimpose, not exclude each other."

He uses Denril, a vellum drafting film, for drawing. It can be rubbed onto the surface of the signblast tape. "Use the tool of your choice to burnish the image onto the tape, such as a barren, or a flat wooden spoon."

Bob uses Anchor Continental formula III Signblast tape #111 (0.043 inches thick) which can be purchased by the foot from Dick Blick or Pacific Coast Sign in Portland, Oregon by the roll.

How to

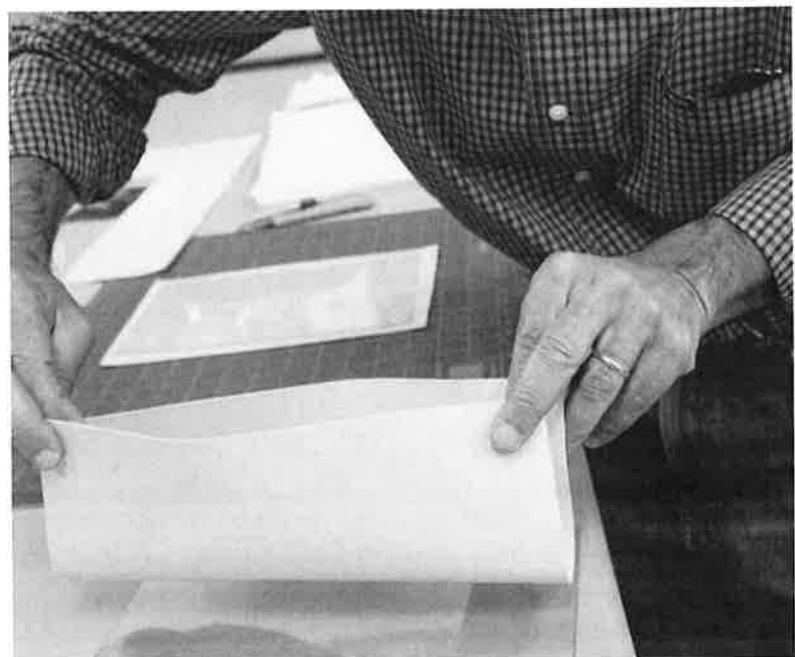
To mount the tape on plexiglass first degrease it with alcohol. Don't get fingerprints on the tape or the plexiglass. Cut the tape oversize, peel off the backing one half of the way, and center the middle of the tape on the middle of the plate. Brayer the tape onto the plate starting from the center out. Watch the underside. If it bubbles, lift a corner and brayer again. Flip over the plexiglass and trim the edges with a mat knife. Carbon paper leaves heavy marks if you rest your hand against it. The tape accepts transfer methods such as toner with blender marker or Wintergreen oil.

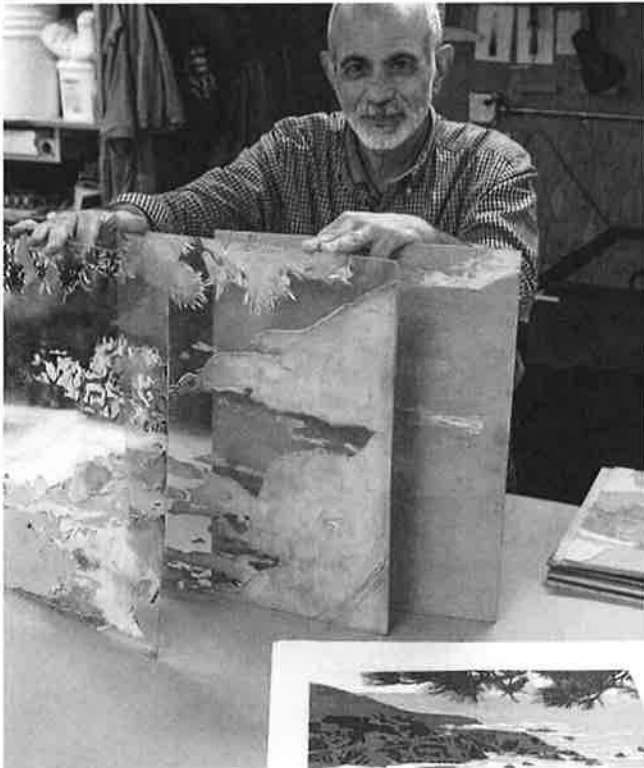
Laying down the folded signblast tape, starting in the center of the plexi plate

S. King



Signblast and woodcut plates used for portrait print with finished print





The 3 plates, one wood, two signblast, used for the print S.King



Checking registration of all three plates together S.King

To cut the tape, follow the edges of large shapes with an X-Acto or wide V-gouge. Make sure all edges are sloping away from the shape, not straight up and down. Peel out the negative shapes. For small shapes, gently hold in place with a scribe and touch the edge with superglue. Carving within shapes is easy, but if you are near the edge of the plate, start carving from the outside in.

Bob's Materials List

An image the size of your plate, along with its mirror image (or have it on tracing paper).

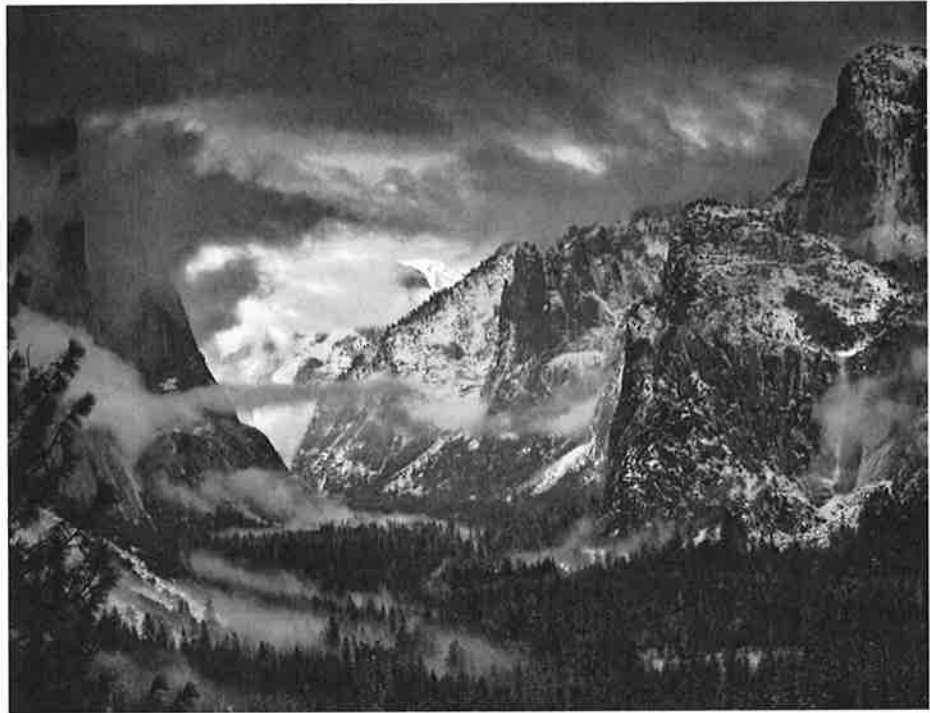
- Signblast tape
- X-Acto knife and blades
- Carbon paper
- Tracing paper
- Lino or woodcut tools
- Superglue
- Alcohol
- Paper towels
- Relief oil
- Woodblock paper, i.e. lightweight Rives or kozo
- Baren
- Scissors
- Dry erase markers, 3 values or 3 colors
- Tweezers
- Notebook
- Scribe
- Baby wipe or equivalent
- Gloves, ink, ink knives, brayers, ink modifiers, Pam, veg oil, apron, pencil,
- Enthusiasm 'required'

Bob has generously shared his email address so that you might ask him for advice at the point I wandered off course. If you are in Santa Cruz, stop by the Tannery and take a look at the strong and successful collaborative pat t (Printmakers at the Tannery). Happy Printing!

Email Robert Rocco at: bobroccoart@gmail.com

Close Encounters of the Collaborative Kind

By Ted Orland



Some years ago I collaborated with my friend David Bayles in writing a small book we self-published under the title *Art & Fear*. That collaboration was our way of exploring how art gets made, why it often doesn't get made, and the reasons so many artists drop out along the way.

Describing exactly how that collaboration worked, however, is a trickier proposition. The literal answer would probably be *slowly*, given that it took us seven years to complete a finished manuscript. Viewed from the inside, however, that felt like an entirely natural pace. Having already been friends for a bunch of years made for a genuinely enjoyable collaboration, one in which writing proved the perfect tool for clarifying issues we often grappled with in friendly conversation. (Indeed, lively dinners with a carafe of red wine nearby were an essential part of the equation.)

We settled into a productive work pattern, after a little fumbling, by each tackling the topics that most intrigued us, shuttling revised versions back and forth until we reached a consensus. Some topics morphed into chapter-length essays almost instantly; others stubbornly hunkered down as half-finished paragraphs for months on end. Since artists rarely discuss these things, however, I really don't know how closely our particular mix of conviction, curiosity and the willingness to concede a point resembles other such efforts.

As a business venture *Art & Fear* was hopelessly naïve, but as an artistic collaboration it made all the sense in the world. We learned important things about ourselves, about art, and about the common ground we share with other artists. By the time our conversations finally coalesced into a manuscript, we had *already* reaped the benefits of our effort. Viewed from any reasonable distance, it was a textbook example of artistic collaboration, yielding results that never could have been achieved by either of us working alone.

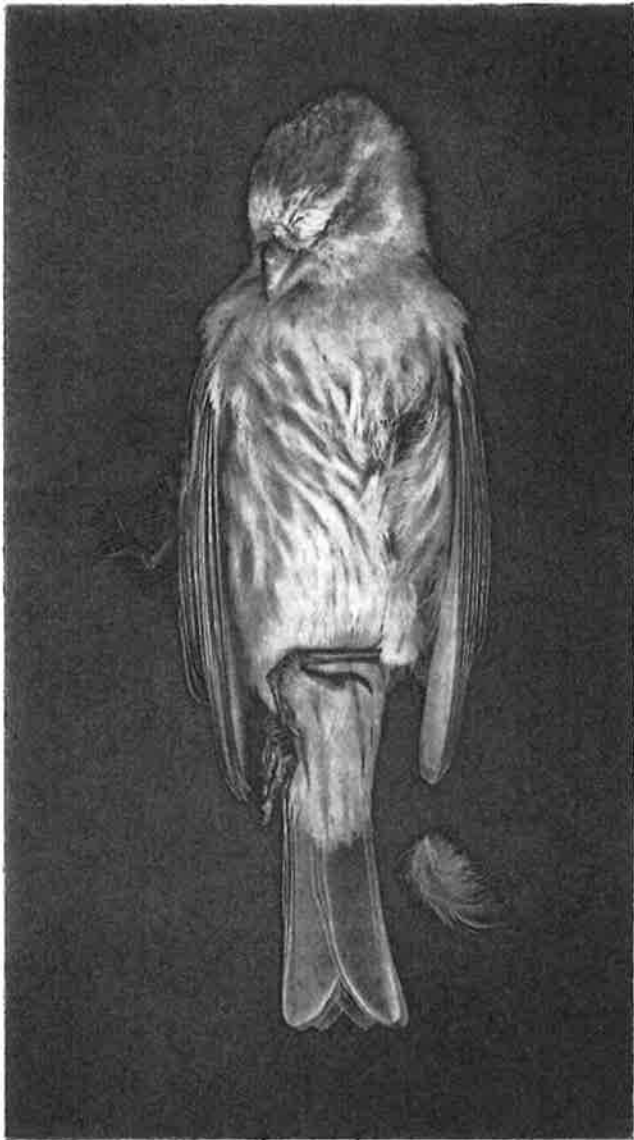
Simply put, *Art & Fear* was written by artists, for artists. In my case, photography became my choice of medium early on, after I enrolled (on a lark) in a two-week summer photography workshop led by Ansel Adams in Yosemite. Seemed harmless enough. Changed my life. It also made Adams my first and only formal photography teacher, with the un-surprising result that my early photographs were all, well, highly Adamsonian. The image that opens this article, *Clearing Winter Storm, Yosemite Valley, 1970* is a pretty accurate baseline illustration of my starting point in photography.

But even as I created ever-more-perfect (and, alas, perfectly predictable) images, I developed the disconcerting feeling that I wasn't producing new art, so much as I was re-producing the history of art. The large-format sharp-focus B&W natural landscape had become a template that rewarded mastery, but left little room for discovery. Case in point: virtually all art photography at that time remained stodgily black and white, even as etching and painting and the other visual arts were awash in glorious bright subtle rich pastel blazing electric color! Something needed to change.

For me, escaping photography's self-imposed boundaries involved reaching back in time to find common ground with painters and alchemists of the past. In *One-and-a-Half Domes*, I chemically toned the distant mountains to match the sepia browns of 19th century photographs, while retaining the cold tones of contemporary prints in the foreground. Then I applied artists' oils to the tourist sign, making it more prominent than the entire Sierra Nevada range. And lastly, looming over everything, a trash can mimicking the shape of Half Dome. Basically the finished piece was my run at encompassing the entire history of Yosemite in a single frame.

One-and-a-Half Domes

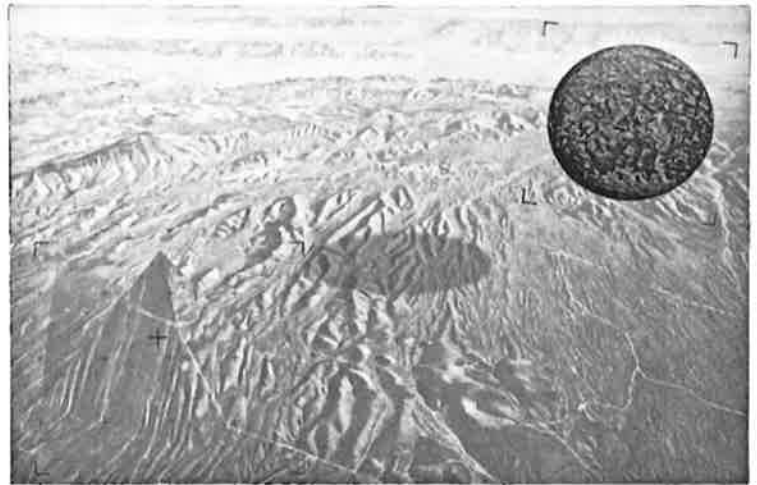




The Bird

That example is drawn from decades ago, but it remains typical of my working approach: take a compass bearing on a distant idea, set sail that direction, and make mid-course corrections as needed along the way. Now fast-forward to 2012, when I traded my photographer's cap for a student ID card at Monterey Peninsula College. I enrolled in a Beginning Printmaking course taught by Robynn Smith, herself a legendary figure in the printmaking community.

I already knew, going in, that the gulf separating printmaking from traditional photography is large enough that any integration of those two media would be a challenge for me. Still, even my clumsy first efforts with solar plate intaglio convinced me that there were wonderful possibilities on the printmaking side of that divide. That sense was only heightened from watching fellow students experimenting with other etching techniques. As a photographer I was especially envious of the exquisite line-work achieved via the etching process. I wanted that line-work in *my* prints!



Pyramid & Satellite



Commemorative Postage Stamp

The tools and processes and even the mental approach to printmaking felt alien to me at first. In my (ahem) Photographic Studio, I can sit alone at my desk, cup of coffee in hand, cat on my lap, and make a print by typing Command-P on a keyboard. *Surprise!* It doesn't work that way in printmaking. Printmaking is hands-on all the way. Printmakers rejoice (and rightly so) that the hand of the artist is so clearly evident in every piece of art they produce. So, for instance, dense etching inks pressed into thick art papers yield prints with a richness and depth that inkjet printers can't come close to matching. Any image reproduced in both media will reveal how radically the tones differ between a print created via an inkjet printer and one that emerged from an etching press.

As for color, I had ceased oil-coloring my photographs after converting from gelatin-silver to inkjet technology back around 2001, since the coated papers required for inkjet printing don't interact well with oil paints. Discovering that different oil colors could be applied *à la poupée* to printing plates (as in *The Bird*) re-opened all those doors. I was equally impressed by the bold solid colors in artwork emerging from the silkscreen class working next door.

Rather than jumping ship entirely and converting from photography to printmaking, however, I looked for ways to combine the best qualities of both. My first effort was, if nothing else, direct. In *Pyramid & Satellite*, I first printed a solar plate intaglio of a mythical landscape; then, using an inkjet printer, I overprinted an equally mythical computer-generated moon directly on top of the intaglio image. The result seemed interesting enough visually, but artistically it felt a bit like a shotgun wedding.

So as I slowly gained control of the subtleties of printmaking, my efforts shifted progressively toward retaining the *flavor* of those printmaking qualities, even as I printed them via my inkjet printer. In *Commemorative Postage Stamp*, I used broad flat blocks of color typical of screenprinting. In *Burnt Palms*, I took an otherwise mundane color photograph, sharpened everything, simplified the composition and tempered the colors until the resulting image carried the impression of being a Plate from an Audubon folio of natural history illustrations.

Adding printmaking sensibilities to my artistic toolbox had the larger effect of increasing my artistic range as

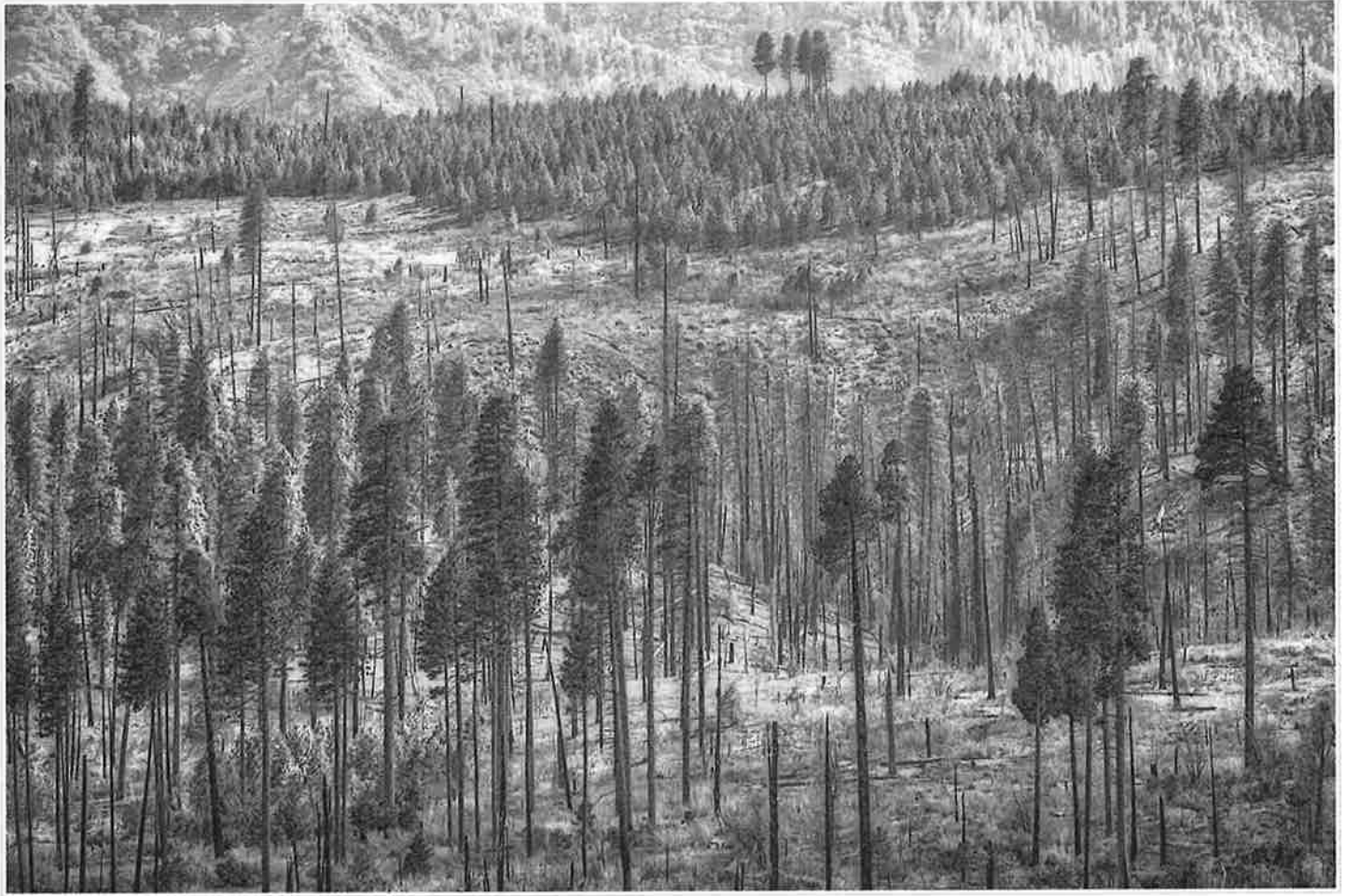
a photographer. (I like having lots of options—it's no fun being a one-trick pony.) Over time I've become more assured in reaching for those tools, and especially in embedding multiple photographic and printmaking elements into the same art piece.

The Best General View From the Coulterville Trail, for instance, began its artistic life as a straight digital color photograph of a strangely sparse and open forest that I came upon one day while driving to Yosemite. Its unusual appearance resulted from a forest fire having swept through years' earlier, greatly thinning its ranks. It also eerily resembled the way forests were rendered in pre-photographic times, with each tree drawn separately and individually, conferring a certain stately order upon the unruly wilderness. At least that was my initial reaction to the scene, but it was enough to get me thinking about how I might capture all that in a finished piece.

I began by creating a fine black line around each individual forest detail, creating the effect of a steel-line engraving. (Thank you, *Photoshop!*) Then I muted and skewed the colors in the scene until they felt reminiscent of the colors commonly seen in nineteenth century lithographs. When I sensed the picture was beginning



Burnt Palms



BEST GENERAL VIEW FROM THE COULTERVILLE ROAD 12 MI. FROM YOSEMITE VALLEY MARIPOSA COUNTY, CAL.

The Best General View From the Coulterville Trail

to resemble an early *Currier & Ives* print, I decided to run with that idea. I surrounded the image with a thin frame line and added a faintly ornate title (in a style often seen in landscape prints and stereo cards of the Victorian era.) As a final touch I added a faded yellow paper tone to the area surrounding the image, and debossed the area inside that perimeter to leave a physical impression matching that of an actual engraving plate. When you view the finished piece, *The Best General View*, is not a photograph, exactly, nor is it a printed plate, exactly. It is a collaboration.

The physical description of that art piece, however, only touches the surface of what has gone into it. Equally but intangibly factoring into that piece, in overlapping fashion, are several years I spent working as a graphic designer, several more as Ansel Adams' Assistant, three decades teaching art, a half-century photographing the landscapes of the West, authoring the history book *Man & Yosemite*, and (by chance or fate) having fifteen years earlier photographed the very forest fire that brought that strange landscape into existence.

All that's just to say that, at least by my accounting, every piece of art is a form of artistic collaboration—a two-way conversation between you and your tools, your materials, your audience, your experiences, and most assuredly between you and your own dreams and memories. Simply put, *everything* matters. Any single work of art you make is imbued with some trace of all your preceding experiences. The undeniable fact is that your art is not some residue left when you subtract all the things you haven't done—it is the full payoff for all the things you *have* done.

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Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Hospitality Bake Sale 5/25

1 message

Amy Cavender <acavender@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Tue, May 24, 2016 at 4:42 PM

Sent on behalf of the Hospitality Club. Please contact Molly Jansen with any questions.



The Hospitality Club will be coming around campus on Wednesday 5/25 selling muffins and afternoon snacks during the times listed below:

8:30a - 10:00a - going around campus selling
10:00a - 12:00p - selling at the flag pole

Please have hungry stomachs and cash ready!
Thank you in advance for your support!

Molly Jansen

—
Molly Jansen

Monterey Peninsula College

Hospitality & Restaurant Management

Program Coordinator & Instructor

Office FC 105

Office 831-646-4123

Cell 831-262-6662

mjansen@mpc.edu



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Memorial Day Presentation

1 message

Amy Cavender <acavender@mpc.edu>

Wed, May 25, 2016 at 4:45 PM

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

Sent on behalf of the Veterans' Club. Please contact Eileen Crutchfield with any questions.



Photo Courtesy of Esther Dale

Memorial Day "Honoring Our Fallen"

Monterey Peninsula College
Thursday, May 26, 2016
12:00 pm
MPC Student Center





Jeanette Haxton <jhaxton@mpc.edu>

[allusers] 15th Annual Latino Recognition Ceremony

1 message

Amy Cavender <acavender@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Thu, May 26, 2016 at 9:22 AM

Sent on behalf of Kelly Fletes.

**The 15th Annual
Latino Recognition Ceremony**


You are cordially invited to attend the annual
Latino Graduation Celebration
“¡Nuestro Esfuerzo! ¡Nuestro Futuro!
Our Strength! Our Future!

Thursday, June 2, 2016
6:00–8:00pm
Monterey Peninsula College
MPC Music Hall

Special Keynote Guest:
Dr. Eduardo Ochoa, CSU Monterey Bay President

Sponsored by:
Latino Faculty/Staff Association
Latino Student Association
EOPS CARE Program
Professor David Serona & ETNC students

Light refreshments following immediately

 | **MONTEREY PENINSULA
COLLEGE**
Class of 2016



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Final Report from the Collaborative Brain Trust

1 message

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

Thu, May 26, 2016 at 4:03 PM

Dear MPC,

Please see the final report from the Collaborative Brain Trust (attached).

The report from the Collaborative Brain Trust is a call to action for Monterey Peninsula College. The analysis and recommendations from these expert external consultants on the status of our college, coupled with our internal analyses, make clear the price of inaction. From the Board of Trustees and Superintendent/President to all employees, our near-term focus must be on the fiscal solvency of the District to ensure that the core mission of our great college—to educate the people in our communities—continues to thrive for future generations of MPC students.

To achieve our goal of a fiscally solvent college for current and future generations, the path forward will require substantial change. Scheduling at the college must be improved to better meet student need, increase the efficiency of the instructional program (through larger class sizes), significantly reduce expenditures, and build enrollments that

target high school students, basic skills students, transfer students, and career and technical education students. We will need to upgrade MPC's ineffective and long-neglected technology infrastructure. We will change the manner in which we operate our participatory governance system to benefit from the rich participation of our workforce while bringing needed operational efficiency and clarity of roles to the campus. With hard work, collaboration, commitment, and a keen focus on the long-term health of our college, we can succeed.

Many thanks to the members of the Collaborative Brain Trust for their dedication to helping MPC move forward. Thanks also to those MPC faculty, staff, and administrators who engaged in work groups that developed handbooks for advancing the changes to our participatory decision-making processes and planning, as well as proposed changes in scheduling.

Walt

 **MPC - Final Report (2).pdf**
1826K



INSTITUTIONAL REVIEW

MONTEREY PENINSULA COLLEGE

COLLABORATIVE BRAIN TRUST

1130 K Street, Suite 150

Sacramento, CA 95814

May 27, 2016

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INTRODUCTION

In September, 2015, Dr. Walt Tribley contacted the Collaborative Brain Trust (CBT) about the possibility of having CBT conduct a “system review” for Monterey Peninsula College (MPC). Since CBT expressed a willingness and interest in working with MPC, Dr. Tribley requested that CBT submit a proposal for the content and cost of performing a system review. CBT felt that there needed to be more dialog with the college before a proposal could be developed so a representative from CBT visited MPC on September 22 and met with the College Council and Dr. Tribley. Based on these meetings, CBT submitted a proposal on October 2, 2015. The proposal outlined three primary areas of focus for the work by CBT. Those areas were: policies, processes and procedures; strategic enrollment management plan; and a finance plan. After reviewing the proposal, the MPC College Council recommended that the college proceed with CBT and at the November 18, 2015 Board of Trustees meeting, based on a recommendation from Dr. Tribley, the board approved the proposal.

Once the proposal was approved, CBT contacted the proposed team members to have them begin their work. The original team was organized into a primary and secondary team. The primary team was composed of the team leader, Rocky Young (retired Chancellor, Los Angeles Community College District), Eva Conrad (retired President, Moorpark College), Michael Hill (retired Vice Chancellor and Chief Business Officer, San Jose – Evergreen Community College District) and Pam Deegan (retired Vice President of Instruction, MiraCosta College). Within the primary team, Eva Conrad was assigned as the lead consultant for the policies, processes and procedures section, Pam Deegan was assigned as the lead consultant for the strategic enrollment management plan, and Michael Hill was assigned as the lead consultant for the finance plan. The secondary team was composed of Shirley Kelly (retired President, San Mateo College) and John Spevak (retired Vice President of Instruction, Merced College). Shirley Kelly was going to support Eva Conrad and work on revision of board policies and administrative regulations. John Spevak was going to support Pam Deegan.

The initial effort by the team was to prepare a list of data that would need to be provided by MPC so that the CBT team could conduct its preliminary analysis. That list was transmitted to the college on November 30, 2015 (see Data Requirements in the Appendix). At that time it was also arranged for the primary consulting team to come on December 15 to meet with Dr. Tribley, the College Council and a list of individuals at the college who could help the team with the preliminary analysis. It was also agreed upon at that time that the consultants would use the requested data and the additional information collected during the December visit to complete their preliminary analysis and not start any on-campus work until the start of the spring semester at the beginning of February.

Based on the initial analysis, the team refined the work proposal and discussed the changes with the College Council and Dr. Tribley at meetings on February 9. The refined version of the proposal is listed in the Appendix as Work Plan. The consultants had learned that the college had hired another consultant to work on the revision of the board policies and administrative regulations so Shirley Kelly was removed from the team. It was also determined that the strategic enrollment management plan would require more institutional training than originally anticipated and less specific analysis, so John Spevak was also excused. The team also realized that not all

of the effort could be finalized by the end of the spring semester, so whatever savings could be derived from these changes would be used for additional follow up in the fall.

Once there was concurrence on the revised plan, each of the three leads began in earnest to work on their respective areas with the appropriate people at MPC. Those efforts are described within each of those sections of the report.

THE SITUATION

Monterey Peninsula College has faced a number of external challenges that have impacted the college's enrollment and, as a result, the financial circumstances of the district. Some of these challenges are inherent in the population served by the district and are shared with comparable colleges throughout the state of California. Over the last 15 years and through projections over the next five years, there is no significant change in population within the district. The Marina area appears to be the only part of the district with any significant projected growth in population by 2020. Corresponding with these relatively flat population changes, high school enrollments have also been relatively stable. The good news is that there is no reason to anticipate additional enrollment declines, but at the same time, it does not appear that any increases in enrollment at MPC will automatically occur because of a significant general population growth or a significant growth in high school enrollments within the district. This demographic is important when it is examined in concert with the recent enrollment history of the college (see Annual FTES in the Appendix). From 1996 to 2002, the college increased its total FTES from 6507 to 8541. From 2002 to 2009, the FTES was fairly stable in this mid-8,000 FTES range. However, the achievement of this level of FTES utilized FTES generating strategies that have subsequently been called into question. It is also important to note that within the growth to 8,500 FTES, there was a growth of approximately 400 credit FTES while the non-credit growth increased by nearly 1,500 FTES. From 2009 to last year, the college has declined by over 2,000 FTES to 6,509 FTES. In round numbers, that decline represents a reduction of about 500 credit FTES and 1,500 non-credit FTES. The cause of the decline appears to be multi-faceted. State regulations have changed for funding and claiming non-credit FTES, tighter restrictions on fundable course repetitions, limitations on instructional contracts and state workload reductions during the recession have all contributed to the FTES decline.

More specifically, at one point the college generated over 30% of its FTES through instructional contracts external to the college (some within the district and some in other parts of California). Other than the current JPA, most of those contracts have ceased. The college also bolstered its FTES by utilizing course repetitions to generate life-long learning enrollments. With the change in state regulations for allowable course repetitions, most of that FTES has also disappeared. Finally, when the state discontinued funding for non-credit FTES in areas like physical fitness, another loss in FTES at MPV occurred. Ironically, the total FTES in 2014-15 is almost identical to the total FTES in 1996-97.

There is also the major demographic change within the district that occurred with the closure of Fort Ord in 1994 and the subsequent creation of CSU Monterey Bay on the Fort Ord site. This

represented a double hit on MPC enrollments. The base closure created an estimated 30% decline in population within the district (creating the need for many of the aforementioned FTES strategies as an offset to the loss) and the opening of CSU Monterey Bay created a form of competition that could siphon off additional students from MPC.

The decline in FTES from 8,536 in 2008-09 to 6,509 FTES in 2014-15, represents a 24% decline in FTES. Such a large decline in FTES inevitably creates a financial hardship for the district. In the current year and the preceding four years, the district has budgeted to spend more than it has received in unrestricted general fund revenues. So far, in all but one year, the college ended the year with a deficit budget. That is not a sustainable position for a district and is one of the primary challenges facing the CBT consultants. The solution lies in trying to increase FTES revenues and decrease district expenses. In the case of decreasing expenses, the situation at MPC is exacerbated by the lack of a successful operational enrollment management system. Accordingly, the college is operating at an FTES/FTEF level between 13.0 and 14.2. This represents a level of efficiency that is 19% to 25% below preferred state standards and contributes to the expenses being out of line with the FTES revenues. Furthermore, the changes that will be necessary to correct the current circumstances will require the involvement of the college community through efficient and well-defined participatory governance processes and planning processes. It did not appear to the consulting team that those are currently in place.

One of the problems facing any college that has experienced an enrollment decline is that the reduction in expenditures does not match the reduction in revenues. In some cases there are fixed expenditures in place that cannot be altered and in other cases there may be an unwillingness by the college to make the necessary contractions in programs and staffing. Clearly a 6,500 FTES college is a different place than an 8,500 FTES college. Everyone hopes that the FTES rebounds so the college can operate as it has done in the past, but at some point the college needs to reconcile its expenditures with its current size and revenue.

Under the current finance model in California, whenever a community college district experiences an enrollment decline, it has three years to restore that enrollment before it is no longer possible to recapture it. MPC experienced an enrollment decline of 358 FTES in 2013-14. So far, the college has not restored that FTES and is not being paid for it. However, if the college increases its FTES by 358 FTES prior to the end of the 2016-17 fiscal year, they will be paid for that FTES. The decline of 21 FTES in 2014-15 is also available for restoration through the end of the 2017-18 fiscal year. The highest priority for MPC needs to be the restoration of the eligible FTES by July 1, 2017. Strategies for accomplishing this task are described within the finance section and the restoring FTES section.

Beyond restoring the lost FTES, the college needs to put in place any other mechanisms and strategies that will allow them to capture any future funded growth in an effort to restore revenues to a more acceptable level. Simultaneously, the college will need to wrestle with current commitments that impede the elimination of the structural debt. That includes having well developed governance and planning processes as described in the policies, processes and procedures section.

Beyond the restoration of revenue, the college needs to improve the efficiency of operations in an effort to contain and/or contract expenses. Those efforts include the items described in the operational enrollment management section and the finance section.

If the college fails to resolve the structural deficit problem through the aforementioned strategies, the college will need to resign itself to operating at its current (or even smaller) FTES levels. That means that the college will need to review its expenditures and contract them to a size equal to the unrestricted general fund revenues. Furthermore, the college must come to grips with being a smaller college than they have been in the past with corresponding reductions in all areas while still maximizing student success. This will be neither an easy or pleasant task so it is paramount that the college focus on being successful in the short term.

POLICIES, PROCESSES AND PROCEDURES

Background

Based on the list of concerns from brainstorming in a September College Council meeting and interviews in December with a number of MPC faculty, staff and administrators, two specific tasks were identified in the Policies, Processes and Procedures category. In February, College Council and the Superintendent/President approved these as the tasks for our focus in spring 2016.

1. Review MPC's current planning model and processes to ensure that current processes fulfill all ACCJC standards related to planning with a focus on the standards that require collaboration, transparency, effective communication, and evaluation of planning processes and products;
2. Review MPC's current committee structure and processes and revise these as needed to address inefficiencies and redundancies as well as to ensure compliance with ACCJC standards on governance and decision-making with a focus on the standards that require collaboration, transparency, effective communication, and evaluation of governance processes; and

The approach taken to address each of these tasks and the current status of that work is described in the next two sections.

Policies, Processes and Procedures Task #1: Review MPC's current planning model and processes

Approach

1. The Superintendent/President and College Council Co-chairs formed an Integrated Planning Review Team by appointing individuals most informed about and most involved in college-wide planning processes. The Integrated Planning Review Team members were:
 - Co-Chairs of College Council: Diane Boyton and Stephanie Perkins
 - VP, Academic Affairs: Kiran Kamath
 - VP, Administrative Services: Steve Crow
 - Interim VP, Student Services: Lawrence Walker
 - Current Academic Senate President: Alfred Hochstaedter
 - Incoming Academic Senate President: Heather Craig
 - Accreditation Liaison Officer: Catherine Webb

2. The CBT Consultant met with the Integrated Planning Review Team in all-day on-campus meetings in February, March, April and May to accomplish the following tasks:
 - Review the planning components required for integrated planning;
 - Identify which plans/processes MPC has in place;
 - Identify the missing components;
 - Review or develop descriptions of the purpose, responsible parties, process, and timeline for each component of each planning process; and
 - Document current planning processes and consolidate recommendations for new and revised MPC college-wide planning processes in a document, the *MPC Integrated Planning Handbook 2016*.
3. Through the development of the *MPC Integrated Planning Handbook 2016* the Integrated Planning Review Team accomplished each of the tasks listed in the previous section (2.).

The process used to develop this handbook was a cycle of drafting/critiquing/ revising. The CBT Consultant used current MPC documents and brainstorming with the Integrated Planning Review Team to draft sections of the *MPC Integrated Planning Handbook 2016*. The Integrated Planning Review Team then critiqued the draft and their critiques were discussed with the CBT Consultant. The CBT Consultant then prepared a next draft for review by the Integrated Planning Review Team. In each review/critique/revision cycle, the Integrated Planning Review Team developed changes and additions to MPC planning processes as needed to ensure compliance with ACCJC standards for integrated planning. To date, there have been four cycles of review/critique/revision related to this task.

Status

The Integrated Planning Review Team reviewed and critiqued the third draft of the *MPC Integrated Planning Handbook 2016* on May 9 - 10. The comments and suggested changes from that discussion were incorporated to create a fourth draft dated May 13, 2016. This draft is included as part of this report.

In fall 2016 the Integrated Planning Review Team will present this fourth draft to the appropriate college-wide groups for feedback. The Integrated Planning Review Team will incorporate the college-wide feedback to prepare a fifth and final document that will be presented to the Superintendent/President. Contingent on his approval, implementation will begin in spring 2017.

Recommendations included in the MPC Integrated Planning Handbook 2016

- The Integrated Planning Review Team recommends that the MPC integrated planning model be revised to more clearly illustrate that institutional planning occurs in a cycle and that each component in institutional planning is linked to other components.
- We recommend that MPC document the purpose, process, responsible parties, timelines and reporting structure for each component of institutional planning to ensure broad understanding and participation.
- We recommend that the Educational Master Plan have a ten-year term.
- We recommend that resource allocations be based on priorities established in the Institutional Action Plan and Program Reviews.
- We recommend that MPC prepare an annual report on its progress in achieving its Institutional Goals, Institutional Objectives and Institutional Outcomes.

Recommendations Related to Implementation of the MPC Integrated Planning Handbook 2016

- The Integrated Planning Review Team recommends that the *MPC Integrated Planning Handbook 2016* be posted online.
- We recommend that all online references to planning be revised as needed to ensure alignment with *Resource Guide to Institutional Decision-making at MPC 2016*.
- We recommend that in spring 2017 each committee review the *MPC Integrated Planning Handbook 2016*.
- We recommend that MPC develop a rubric for prioritizing requests forwarded through annual Program Review Updates and that this rubric give the highest priorities to funding requests that will lead to the achievement of Institutional Goals and Institutional Objectives; that will address issues identified in outcomes assessments; and that will address health and safety issues.

Parking Lot: Integrated Planning

The Review Team identified the following issues related to planning that will be pursued at a future date.

- Develop and implement a program review process for the President's Office
- Develop a College-wide schedule for Comprehensive Program Reviews
- Develop a College-wide schedule for Program Review Updates that coincide with the budget development calendar
- Develop flow charts that outline the steps in critical processes, such as the development of Comprehensive Program Reviews

- Revise the Program Review Update to require linkage to Institutional Goals and Institutional Objectives
- Revise the Program Review Update to include updates on Program Improvement Plans that were developed to address weaknesses identified in the Comprehensive Program Review

Policies, Processes and Procedures Task #2: Review MPC’s current committee structure and processes and revise these as needed to address current inefficiencies and redundancies as well as to ensure compliance with ACCJC standards on governance and decision-making

Approach

1. The Superintendent/President and College Council Co-chairs formed a Decision-making Review Team for this task by appointing individuals most informed about and most involved in college-wide planning processes. The Decision-making Review Team members were:
 - Co-Chairs of College Council: Diane Boyton and Stephanie Perkins
 - VP, Academic Affairs: Kiran Kamath
 - VP, Administrative Services: Steve Crow
 - Interim VP, Student Services: Lawrence Walker
 - Current Academic Senate President: Alfred Hochstaedter
 - Incoming Academic Senate President: Heather Craig
 - Accreditation Liaison Officer: Catherine Webb
2. The CBT Consultant met with the Decision-making Review Team in all-day on-campus meetings in February, March, April and May to accomplish the following tasks:
 - Identify specific issues to address related to institutional decision-making, such as the length of time for committee reviews; lack of clarity between operational and governance issues; distinctions between the role of the Academic Senate and the faculty union; and ineffective communication;
 - Identify current MPC groups and committees;
 - Verify that the charge and membership of the groups and committees are appropriate relative to the type of charge: (1) operational, (2) working conditions, or (3) academic/professional matters;
 - Analyze gaps by identifying areas where MPC groups or committees need to be added;
 - Analyze redundancies by determining if any MPC groups or committees be discontinued;

- Recommend changes to the current structure;
 - Review the charge and composition of each MPC group and committee; and
 - Document current groups and committees and consolidate recommendations for new and revised MPC institutional decision-making processes in the *Resource Guide to Institutional Decision-making at MPC 2016*.
3. Through the process of developing the *Resource Guide to Institutional Decision-making at MPC 2016* the Decision-making Review Team accomplished each of the tasks listed in the previous section (2.).

The process used to develop this resource guide was a cycle of drafting/critiquing/ revising. The CBT Consultant used current MPC documents and brainstorming with the Decision-making Review Team to draft sections of the *Resource Guide to Institutional Decision-making at MPC 2016*. The Decision-making Review Team then critiqued the draft and their critiques were discussed with the CBT Consultant. The CBT Consultant then prepared a next draft for review by the Decision-making Review Team.

In each review/critique/revision cycle, the Decision-making Review Team developed changes and additions to MPC decision-making processes as needed to ensure compliance with ACCJC standards for governance and decision-making. There were three cycles of review/critique/revision for the *Resource Guide to Institutional Decision-making at MPC 2016* before these concepts and the document were shared college-wide. On April 15, the Decision-making Review Team distributed the ready-for-college-wide-review draft resource guide to appropriate other groups for their feedback.

Status

The Decision-making Review Team reviewed each comment and suggestion from the April review on May 9 and 10 and revised the document as warranted. This fourth draft of the *Resource Guide to Institutional Decision-making at MPC 2016* was distributed college-wide on May 13, 2016. On Monday, May 16, 2016, the Decision-making Review Team sent a response to each comment and suggestion college-wide to demonstrate that the Review Team had carefully considered the suggestions.

The Decision-making Review Team will present the final document to the Superintendent/President and College Council on May 24.

Recommendations Included in the Resource Guide to Institutional Decision-making at MPC 2016

- The Decision-making Review Team recommends that the MPC campus community approve the content and implement the changes recommended in the *Resource Guide*:
 1. Defines the roles and responsibilities of the Board of Trustees, the Superintendent/President and the college's four constituent groups: faculty, staff, administrators/managers, and students.
 2. Distinguishes between governance and operational tasks
 3. Categorizes MPC groups by the work they complete for MPC
 - Governance
 - Academic Senate
 - Curriculum Advisory Committee
 - Operations
 - College-wide Committees
 - With Regular Meetings
 - Convene as Needed
 - Administrative Unit Groups
 - Advisory Groups
 - Staff Meetings
 4. Gathers the charges and membership of College-wide Committees and Advisory Groups from various sources and standardizes the descriptions
 5. Presents norms for decision-making processes with the goal of increasing transparency and participation
 6. Proposes changing the name of the Coordinators/Managers Group (CoMa) to be Student Services Council so the name is parallel to the staff meetings in the other administrative units
 7. Proposes the formation of a new College-wide Committee: Planning and Institutional Effectiveness Committee
 8. Proposes reframing College Council as the President's Advisory Group

Recommendations Related to Implementation of the Resource Guide to Institutional Decision-making at MPC 2016

- The Decision-making Review Team recommends that the *Resource Guide to Institutional Decision-making at MPC 2016* be posted online.
- We recommend that all online references to committee and decision-making processes be revised as needed to ensure alignment with *Resource Guide to Institutional Decision-making at MPC 2016*.
- We recommend that two documents currently posted on MyMPC be eliminated: the committee page and the directory of committees.
- We recommend that in the first meeting of fall 2016 each committee:

- Review the charge for the group outlined in the *Resource Guide to Institutional Decision-making at MPC 2016*;
- Review and agree to follow and/or implement the norms; and
- Appoint a work group to review and propose revisions to the group's bylaws as needed to align with the *Resource Guide to Institutional Decision-making at MPC 2016*.

Recommendations on Other Topics in Institutional Decision-making

- The Decision-making Review Team recommends that the Academic Senate in Collaboration with the Academic Affairs Advisory Group and the Student Services Advisory Group review the state guidelines on the Flex Calendar and develop a Flexible Calendar Advisory Committee with a charge and membership identified in Title 5, section 55730(e).

Parking Lot: Institutional Decision-making

The Review Team identified two issues that require attention to improve the processes at MPC. To keep track of these issues, the group began a parking lot—a place to record and commit to the pursuit, at a future date, of issues that need to be discussed and remedied. The issues in the parking lot related to institutional decision-making are:

- Develop communication plan to share information college-wide about the work of the College-wide Committees and Advisory Groups, and
- Create flow charts for common budget-dependent items, such as the approval of a new program.

ROLES, RESPONSIBILITIES AND REPORTING STRUCTURE IN CRITICAL PROCESSES

General

Approach

The roles, responsibilities and reporting structure of administrative, faculty and staff positions in critical processes such as decision-making, planning and scheduling, were analyzed as part of the review and critique of those specific processes. The approaches used to conduct these reviews and critiques are described in the sections of this report that describe the work on planning, decision-making and scheduling. In addition to these topic-specific analyses, the CBT Consultants also analyzed the organizational structure of Academic Affairs.

Status

Planning: The Integrated Planning Review Team reviewed the roles, responsibilities and reporting structure of MPC administrative, faculty and staff members and documented their recommendations in the *MPC Integrated Planning Handbook 2016*. Specifically related to roles, responsibilities and reporting structure, this document:

- Assigns planning responsibilities to individuals in specific MPC positions and
- Describes the flow of institutional planning beginning with those responsible to initiate processes to those responsible for final approvals.

Decision-making: The Decision-making Review Team reviewed the roles, responsibilities and reporting structure of MPC administrative, faculty and staff members and documented their recommendations in the *Resource Guide to Institutional Decision-making at MPC 2016*. Specifically related to roles, responsibilities and reporting structure, this document:

- Identifies the roles and responsibilities of all participants in institutional decision-making;
- Outlines the charge and membership of all college-wide groups that develop recommendations; and
- Defines the reporting structure for college-wide groups that develop recommendations.

Scheduling: The *Schedule Building Timeline* identifies the roles and responsibilities of faculty, staff and administrators in the development of the class schedule.

Organizational Structure of Academic Affairs

The Academic Affairs organizational structure consists of four academic administrators, eight Division Chairs and three Directors. The administrators are the Vice President of Academic Affairs, two Deans (Dean of Instruction and Dean of Instructional Planning) and an Associate Dean of Instructional Technology and Development.

The Division Chairs serve the following units:

Business and Technology	Life Sciences
Creative Arts	Physical Education
Humanities	Physical Sciences
Library	Social Sciences

The roles, evaluation and compensation (release time) for Division Chairs are outlined in the collective bargaining agreement.

The selection of Division Chairs is a two-step process. First, full-time faculty in a division nominate at least two full-time faculty to serve as the chair of the division. Second, the Superintendent/President selects one of the two faculty nominated to serve as the Division Chair. Division Chairs are responsible for the following non-teaching administrative tasks (see Article 23.4).

- Staff, including supervision of classified staff and a leading role in the evaluation of full-time and part-time faculty;
- Planning, including preparing and recommending a division class schedule;
- Budget, including preparing and monitoring the annual division budget and approving all purchase requisitions;
- Curriculum, including advocating for curricular changes and additions;
- Communication, including resolving conflicts and representing the division with other division chairs and administrative personnel;
- Policies, meaning the administration of District policy and procedures in matters affecting the division; and
- Other, including administer the approved division teaching load in collaboration with the Office of Academic Affairs.

According to the collective bargaining agreement Article 14.2.4, members of the division and the responsible Dean annually evaluate the Division Chair's performance on the duties and responsibilities described in Article 23.4.

Directors lead the School of Nursing, the Public Safety Training Center, and the Marine Advanced Technology Center. The employee category, responsibilities and evaluation processes for these three Academic Affairs directors are not included in the collective bargaining agreement.

The CBT team identified the following concerns with the current Academic Affairs organization structure.

1. The advent of collective bargaining for public schools in California was a big part of the reason that many colleges replaced department/division chairs with deans. Organizational structures with department/division chairs place peers in positions of authority that require them to monitor, implement and evaluate the terms and conditions of employment for other members of the same bargaining unit.
2. Since the very colleagues they supervise elect department/division chairs, fulfillment of their department/division chair responsibilities puts them in awkward positions of juggling competing interests in which the fulfillment of their duties may result in the loss of the nomination as department/division chair in the next cycle.
3. Although an evaluation process for faculty members' performance of Division Chair duties and responsibilities is outlined in the collective bargaining agreement, authentic accountability for the performance of these administrative responsibility is not possible as long as serving as a chair is considered a temporary assignment. Every three years each chair is vulnerable to returning to full-time faculty positions in the same division.
4. While other colleges may have included department/division chairs in their organizational structures, these roles are much more limited than the roles at MPC. We as CBT consultants have not seen a structure matching that of MPC in our collective careers. The detail and depth of the division chair structure embedded in the union contract is somewhat unique. All of the four comparison colleges used in other facets of this analysis use a model in which the authority rests with instructional administrators rather than with elected faculty

Recommendations

1. We recommend the replacement of the current Department/Division chair structure with one that assigns the administrative responsibilities currently completed by Department/Division Chairs to instructional deans. This solution places more faculty in their primary roles as noted in the discussion of release time and allows accountability to be established through the evaluation of deans based on their performance relative to institutional goals and objectives, such as enrollment management and improved productivity.
2. We recommend that the conversion of MPC's organizational structure be completed in two phases.

Effective fall 2016:

- Appointment of one dean to balance the administrative workload and support the implementation of the norm in the *Resource Guide to Institutional Decision Making at MPC 2016* that all committees be co-chaired by an administrator

During fall 2016:

- Critically evaluate the roles and responsibilities of all positions in the current organizational structure, such as Directors, Coordinators, etc.
- Develop a draft organizational structure for Academic Affairs that
 - Assigns responsibilities currently assigned to Department/Division Chairs to instructional deans;
 - Balances workload across the administrative positions in terms of the number of faculty and staff reporting to each administrative position; and
 - Is close to cost-neutral in that savings realized through the elimination of reassigned time is sufficient to fund any new instructional dean positions.
- Review the draft organizational structure for Academic Affairs broadly across the campus and revise the structure as warranted

Effective spring 2017:

- Implement the revised Academic Affairs organizational structure
- Provide professional development to strengthen the administrative skills of the new Academic Affairs team

OPERATIONAL ENROLLMENT MANAGEMENT

This section of the report discusses elements related to operational enrollment management. Enrollment management, at its most fundamental level, is crucial to the success of any California community college and can be viewed as two intersecting circles of activity. The first circle involves all aspects of the development of an official schedule of classes that meets the needs of students as they prepare to transfer, enhance their work-related skills, or hone competences that make them better prepared for life's challenges.

The second circle that transects with the first must be recognized as crucial to the continued success of the college. The second circle involves appropriate planning to maximize the amount of funded Full-time Equivalent Students (FTES) the college can generate. This is vital to Monterey Peninsula College's financial health since the majority of the money necessary to fund all aspects of the college is dependent upon the generation of FTES.

The remainder of this section will include:

- A background discussion of present processes related to enrollment management and the impact of these processes on the college
- The plan developed by the Collaborative Brain Trust (CBT) to address both the enhancement of college processes as well as methods used to increase additional FTES
- The work group approach used to address these issues
- The recommendations of the work group
- Work group subcommittees
- Parking Lot issues
- Further recommendations

Background Discussion

Access to Information

The enrollment management process began with analyses, interviews, and evaluation of present Monterey Peninsula College (MPC) information and processes. First, the college is utilizing a very old system called the Student Support System (SIS). The system is old, clunky, and unreliable. The system—now only used by Santa Rosa Junior College and MPC—does not perform tasks that are normally provided by newer Enterprise Resource Plan (ERP) systems. Examples of this include the inability to produce student wait lists for closed classes and the inability of the system to perform graduation audits that inform students of their ability to graduate. These system failures hurt students. In the former case, students must visit each class they hope to add and must compete against all others in the same situation. In the latter case, students are often unaware of their proximity to graduation and many leave the college unaware of the fact that they were eligible to receive, or very close to receiving, a degree or certificate.

There are also wide spread statements across the college that certain information generated by the system is inaccurate and requires manipulation to assure exactness. This has created an air of distrust in college numbers among college constituents. In some cases, adjustments in the

system have been made by Santa Rosa Junior College such as drop dates, without regard to the impact of these changes upon MPC students. In one case, MPC students were erroneously dropped from their MPC classes since the system was using Santa Rosa drop dates rather than MPC drop dates.

The reports from the system are not linked together thus causing a person looking at college data elements to have to utilize numerous reports simultaneously, thus increasing the time it takes to do analyses. It also increases the rate of error. This has created an enormous problem with those analyzing data since individuals are spending an inordinate amount of time functioning as what has been termed “human computers” or people who use manual skills to compensate for the lack of a predictable and reliable computerized system.

Processes, too, are negatively impacted by the present system. Many processes not only involve “work-arounds” but additionally take much more time to perform than they do at other colleges. The cost of maintaining this system, in terms of human capital, is tremendous.

Processes

For scheduling purposes, processes are either non-existent or are not followed. Additionally, each time a new Chief Instructional Officer (CIO) has arrived at the college, changes have been made in processes and timelines to the point where many involved in processes are confused and frustrated. Additionally, no one is sure as to who is doing what in each process, as roles are not clearly defined.

FTES Generation

At the present time, MPC is not generating adequate FTES to financially support its on-going expenditures. Statewide, a measure of productivity of 525 WSCH/FTEF or 17.5 FTES/FTEF is considered to be the point at which a college is generating enough money to cover its costs. This number includes all costs of the college—not just those in the classroom. MPC’s productivity numbers are woefully under these statewide measures. The productivity numbers for the last three years are included in the following table.

**Table One – FTES/FTEF Generated by
Term from Fall 2014 to Spring 2016**

Term	FTES/FTEF excluding reassigned time	FTES/FTEF including reassigned time
Fall 2014	13.96	12.725
Spring 2015	13.286	12.146
Fall 2015	14.237	12.976
Spring 2016 *	13.455	12.270

*Projected FTES since semester is still in progress

All numbers exclude contracts

Source of information is the MPC Office of Academic Affairs, 4/2016

Additionally, an analysis of the current year’s class schedule reveals a lack of planning. Neither FTES targets nor FTEF allotments are established prior to the planning for the next academic year. Prior to this year, faculty chairs did their best to schedule courses they thought were needed, but did not have line deans to whom they recommended their schedules.

Concomitant with this lack of the planning is the apparent lack of understanding of what type of enrollment is required to generate the FTES the college requires to stay financially healthy. In order to maintain a FTES/FTEF of 17.5, a college needs to recognize that 17.5 equates to 35 students in each class. For pedagogical reasons, not all classes can or should have 35 students in them. It is common to see lower numbers for many nursing classes, science laboratory classes, English writing courses, basic skills courses, capstone classes for programs, and others. A comprehensive college requires balance. For every class that falls below 35 in enrollment, another class needs to have that many more students above 35 to achieve a balance that translates to 17.5 FTES/FTEF.

At the present time, the class average at MPC is too low. Approximately 11% of courses offered at the college are at or above 35 students. During the Spring 2016 semester, the mean class was 23 while the median class size was 19.

Due to these deviations from accepted productivity norms, MPC has become reliant upon an excessive amount of FTES from Instructional Service Agreements to compensate for their low numbers.

Further analysis of the schedule of classes indicates many issues that deserve careful consideration. One is the proliferation of what would be considered non-transfer and avocational courses as compared to transfer and degree applicable courses. Many of the transfer and degree applicable courses are strong in terms of enrollment while many non-transfer and avocational courses are not as healthy. A comprehensive college is a mixture of both types of classes with the transfer and degree applicable courses as the core, but at MPC, the transfer core seems to be

overshadowed. The balance of these areas requires future analyses of need, size, and FTES generated by each program.

In addition, MPC lacks a comprehensive evening program that guarantees that evening students can take all of the classes they need to transfer to a four-year institution or obtain a degree or certificate. The evening program is very small. The same lack of a comprehensive plan is apparent when viewing the Marina Center both in terms of day and evening programs.

Approach

CBT determined the most productive way to assist the college would be to help structure new processes and strategies that are in alignment with best statewide enrollment management practices.

The proposed plan included the following:

- Continue to analyze MPC data elements
- Conduct training for instructional team, instructional leaders, and other interested parties to explain enrollment planning including:
 - Enrollment elements and how they work
 - Scheduling best practices
- Conduct a planning workshop with the instructional team to determine what elements need to be addressed and who should be involved in each element of planning.
- Meet with the Operational Enrollment Management workgroup to address and begin to change identified current practices. This could include:
 - Plan procedures and timelines necessary to offer a schedule of classes that meets the needs of MPC students and other district constituents
 - Outline the steps necessary to get there
 - Define deliverables

After sharing the above plan with College Council, the work began.

1. **On March 16th, 2016** -- Two comparable presentations were made by Pam Deegan of CBT to the college community. Topics covered were enrollment management elements and scheduling best practices. Additionally, the presentation was taped for those who could not attend the presentation in person.
2. **April 6, 7, 8, 2016** – Morning meetings with the Office of Academic Affairs and afternoon meetings with the Operational Enrollment Management Workgroup on the first two days and all day with the Workgroup on the 8th were held.

Table Two - Work Group Members

CBT Enrollment Management Consultant	Pam Deegan
VP of Academic Affairs	Kiran Kamath
Instructional Deans	Laura Franklin, Michael Gilmartin, Jon Knolle
Scheduling Tech	Joe Nguyen
Division Chairs	Leandro Castillo, Diane Boynton
Department Chairs	Tracie Catania, Lauren Handley, Gamble Madsen
Division Office Managers	Rosa Arroyo, Michele Brock
Counselor	LaRon Johnson
Academic Affairs Support	Leslie Procive
Student Services/A&R	Nicole Dunne

3. **April 22, 2016** – A preliminary presentation was made to the Academic Affairs Advisory Group (AAAG)
4. **April 28, 2016** – Morning meetings with the Office of Academic Affairs and afternoon meetings with the Operational Enrollment Management Workgroup were held.
5. **April 29, 2016** – A presentation to AAAG was held.
6. **May 4th, 2016** –A vote to affirm the recommendations made by the work group regarding blocks, revisiting the Spring 2017 schedule, and preparing two-year plans was held and was unanimously supported.
7. **May 10, 2016** – A presentation to College Council was made.

The Recommendations of the Work Group

It was agreed that the purpose of the workgroup was to ensure that enrollment management processes utilized at MPC would be ones that are data-driven, would follow agreed to procedures, would be transparent to all college constituents, and would be focused on student need.

To assure the above, the group recognized that structured and transparent processes needed to be developed. All scheduling processes were examined and were either:

1. Discussed and reworked to emerge as **recommendations**
2. Assigned to a **subgroup** of the work group to continue working on the topic
3. Tabled for future review as an item in the “**parking lot**”—a structured list that recognizes the importance of the topic, yet acknowledges that it may fall out of the purview of the work group at the present time

Recommendations

A Change in Scheduling Time Blocks

The first recommendation from the work group was to establish Monday/Wednesday, Tuesday/Thursday and Friday time blocks as illustrated in Table Three. The goal with the creation of these blocks was to organize the times that students could take classes, reducing the amount of overlapping or gapping class times. This system of organization allows students to obtain three, three-hour courses before 12:30 pm, thus recognizing that a majority of students attend classes and work. The four and five-hour courses are organized to allow students to take four-hour and five-hour courses and then enter into the three-hour courses, as seamlessly as possible.

In addition, it is also recognized that courses must also be offered on Fridays since Fridays are part of the 175-day Title 5 requirement for all California community colleges. It is generally recognized that a well-organized block schedule is good for students, increases FTES generation, and maximizes room utilization.

Although the block schedule will meet the needs of students for a majority of college courses, some disciplines and courses will need to deviate from the schedule. Classes including labs, cohort programs such as nursing, certain math courses, STEM and others. Discipline experts may find a need to discuss their scheduling anomalies with their deans in order to meet student need. The blocks are built for the majority of classes and need to be followed by a majority of disciplines.

**Table Three - Monterey Peninsula College Time Blocks
For Fall and Spring**

2 Days Per Week – Full Term 3-Hour Lecture – 51 Hours	2 Days Per Week – Full Term 4-Hour Lecture – 68 Hours	2 Days Per Week – Full Term 5-Hour Lecture – 85 Hours
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MW	8:00 am – 9:20 am	MW	7:30 am – 9:20 am	MW	8:00 am -10:20 am
MW	9:30 am– 10:50 am	MW	*9:00 am – 10:50 am	MW	10:30 am – 12:50 pm
MW	11:00 am– 12:20 pm	MW	11:00 am– 12:50 pm	MW	1:00 pm – 3:20 pm
MW	12:30 pm – 1:50 pm	MW	1:00 pm – 2:50 pm	MW	3:30 pm – 5:50 pm
MW	2:00 pm – 3:20 pm	MW	3:00 pm – 4:50 pm	MW	6:00 pm – 8:20 pm
MW	3:30 pm – 4:50 pm	MW	5:00 pm – 6:50 pm	TTH	8:00 am -10:20 am
MW	5:00 pm – 6:20 pm	TTH	7:30 am – 9:20 am	TTH	10:30 am – 12:50 pm
TTH	8:00 am – 9:20 am	TTH	*9:00 am – 10:50 am	TTH	1:00 pm – 3:20 pm
TTH	9:30 am– 10:50 am	TTH	11:00 am– 12:50 pm	TTH	3:30 pm – 5:50 pm
TTH	11:00 am– 12:20 pm	TTH	1:00 pm – 2:50 pm	TTH	6:00 pm – 8:20 pm
TTH	12:30 pm – 1:50 pm	TTH	3:00 pm – 4:50 pm		
TTH	2:00 pm – 3:20 pm	TTH	5:00 pm – 6:50 pm		
TTH	3:30 pm – 4:50 pm				
TTH	5:00 pm – 6:20 pm				

*Time lap is intentional to allow
for maximum student options

1 Day/Week – Full Term

M, T, W or TH	3:30 pm – 6:20pm
M, T, W or TH	6:30 pm – 9:20 pm Or 7:00 pm – 9:50 pm
Friday	Needs to end before noon
Friday	Starts after noon

College Hour alternate Fridays 12:00 – 2:00 pm (does not stop classes from being offered)

A Change in the Scheduling Process

At the present time, the college adheres to the development of an annual class schedule. Due to this, the schedule of classes has already been developed though spring 2017. It was the recommendation of the workgroup that this development timetable be re-examined since the development of a schedule of classes so far in advance does not allow analysis of current enrollments to make good student-focused decisions for future courses.

The recommendation to allow the schedule development process to be performed semester-by-semester was made to President Tribley with recognition that the college may revisit the concept of annual schedule building once college processes improve and the current development of an Enrollment Management System (EMS) is completed.

Dr. Tribley graciously agreed to accept the recommendation of the work group with the understanding that each program will publicize a two-year plan that drives the schedule development. Although the Spring 2017 semester has already been completed, it has been recommended and agreed to at AAAG, the Academic Affairs recommending body, that spring 2017 will be restructured by May 20, 2016 to adhere to the new scheduling blocks.

To avoid the current confusion that exists regarding the class scheduling process, a new development calendar was prepared for each college term. This type of calendar should be predictable, transparent, and planned. The goal of the new process was to clearly identify timelines, as well as the responsible party for each element of scheduling development.

The process involves scheduling in the fall for the subsequent summer and fall semesters. Scheduling for the spring semester is performed in the previous spring semester. An example of the scheduling calendar is included in Table Four.

Table Four - Schedule Building Timelines

Summer 2017 and Fall 2017

Sample

Monterey Peninsula College - Schedule Building Timelines Summer '17/Fall '17 Class Schedules				
ACTION	WORKING DAYS	DATES	HOLIDAYS	NOTES
2016				
Development				
1	15	4/25/16-5/13/16		
2	10	4/25/16-5/6/16		
3	5	5/1/16-5/6/16		
4	5	5/9/16-5/13/16		
5	5	5/16-5/20	Memorial Day 5/30	
6	1	8/12		
First Draft				
7	21	8/18-9/16	Labor Day 9/5	
8	1	9/16		
9	5	9/19-9/23		
10	15	9/19-10/7		
11	15	9/26-10/7		

The Development of Two-year Plans

The development of two-year plans for programs, degrees, certificates, and courses is important to assure that the schedule of classes is one that is based upon student need. The first step in developing a two-year plan is to engage in analyses of the courses in various programs. Table Five is a sample of a simple analysis developed by the work group that can be used by discipline faculty to examine their courses in light of requirements each course meets. In future years, more sophisticated two-year plans can be developed as deemed necessary.

Table Five - Analysis for Two-year Planning

Course	Title	MPC GE Area(s)	IGETC Area(s)	CSU GE Area(s)	Transfer Major AA- T/AS-T	Degree or Certificate	Required Course in Degree	Elective Course In Degree	Online	Basic Skills Course	Mean Class Size (2 year F/S)

Based upon this type of analysis, in concert with analyses of enrollment patterns, a two-year plan can be developed that serves many purposes. First, it serves as a scheduling guide so classes offered are the ones that students need. Secondly, the two-year plan can be shared with students. The outline gives students the ability to plan, knowing what classes will be offered each semester. Table Six is a sample that illustrates what a two-year plan will look like—simple yet effective in communicating to students when classes will be offered. To assure communication with students, each two-year plan will be listed, by department, on the college web site. Additionally, in the future, each course listed in the Schedule of Classes will have a simple legend associated with it that will indicate other semesters in which the class is to be offered. This is based upon the two-year plan. Again, students will know as they view the schedule of classes, when a class is offered. A sample of this is illustrated in Table Seven.

Table Six – A Sample Two-year Plan

Course	Title	Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
SPCH 1	Public Speaking	✓	✓	✓	✓	✓	✓
SPCH 3	Interpersonal Comm	✓	✓		✓	✓	
SPCH 5	Oral Interp of Lit	✓			✓		
SPCH 10	Comm Theory		✓			✓	

Table Seven – A Sample of the Legend in the Schedule of Classes

	F	ES	S	X	
<p>Note: F indicates Fall, ES Spring, and X indicates Summer</p> <p><u>Commit to Developing FTEF</u></p>	✓		✓		<p>indicates Early Spring, S indicates</p> <p><u>Allotments and FTES Targets</u></p>

There are standard steps a college goes through to determine its FTES target. This term, FTES target, is different than the FTES Cap assigned by the State Chancellor’s Office. It is a FTES goal that is determined by the executive team after considerable analyses are performed for the coming year. The availability of funding above Cap, the FTES performance of preceding years, the non-resident rate, and student need are just a few of the factors examined when determining what the FTES target or goal for the college will be. Once that target is determined, the Office of Academic Affairs needs to do everything it can to assure that goal is reached.

One of the most important activities that can be done to guarantee the college reaches its goal is a careful analysis of the previous FTES performance of each department and division. This should be performed prior to the development of the schedule of classes for the succeeding year. The second activity is the allocation of an FTEF allotment for each division and department along with a concomitant FTES target or goal for the regular term (Fall and Spring) and a separate one for any other terms such as summer. This, too, occurs prior to the development of the schedule of classes for the coming year.

Each department needs to stay within their FTEF allotment and needs to generate the FTES target assigned to them. The summation of all of the divisional FTES targets within the fiscal year should be equal to the FTES target or goal established by the college. This allocation model should be re-examined each year to assure that adequate FTEF is being distributed to the courses needed by students to fulfill their educational goals. It should also re-examine FTES targets to make sure they are appropriate.

In order to develop a FTEF allocation and FTES target model for the college, it is important to possess reliable data. At the present time, data from the Santa Rosa system is questionable and requires manual input. Once the EMS system is finished, all college constituents will be able to view information regarding college programs. Additionally, the Office of Academic Affairs will be able to produce allocations and targets.

This was not possible for the coming year for two reasons—the scheduling was already finished for the coming year, and the EMS system is not yet finished.

Curriculum Advisory Committee (CAC) to Review Course Maximums

Another reason that MPC has difficulty when attempting to produce FTEF allotments and FTES targets is the lack of fill rate information. The fill rate is the number of seats taken in a class as compared to the class maximum. At the present time, there is little consistency in the class maximum. In some cases, the class maximum is the room capacity. In others, it has been captured in older, pre-Curricunet (curriculum software) official course outlines as a number; in some, a range of numbers exists to indicate the course maximum; and in many, a course maximum has been omitted.

Why is the fill rate important? Often, a fill rate below 80 percent indicates an area of concern, one worthy of initiating a more in-depth examination. A low fill rate can indicate many scheduling concerns. Examples include whether too many classes are being offered, thus diluting an existing population; whether the classes are offered at the appropriate times; whether best practice standards are being followed; whether the program is offering every course every semester or whether the program is following a two-year plan; and whether the program is still meeting the needs of students or the industry it is serving.

CAC has been asked by the work group to examine course maximums and record them in the official course outline. In this way, the college can measure the fill rate of classes, departments, and the college in general.

Commit to Developing a Comprehensive Day and Evening Program for Marina and a Comprehensive Evening Program for Monterey

The work group began the process, via a subgroup, of developing comprehensive programs for day and evenings at the Marina campus and for the evening at the Monterey campus. At the present time, a student has difficulty finishing transfer programs in the evening at Monterey and at the Marina campus throughout the course of the day and evening. Although courses exist, they are not planned in a comprehensive package, and thus do not offer students the ability to fulfill their goals. Often, a comprehensive, planned package creates the critical mass needed to see growth occur at a site. The work group subcommittee is continuing its effort to finish the plans. After much discussion, it was agreed that for the Marina programs, the courses offered would not hurt the FTES generated toward the departmental FTES target until the time when the Marina program grows.

Room Utilization

The Office of Academic Affairs has agreed to maintain and update the room inventory and work with the appropriate college departments to assure that all classrooms are maintained and in adequate condition to meet the needs of the instructional program. A work group subcommittee will not only inventory each classroom, but will begin the process of defining rooms as to which

are general classrooms, mixed use classrooms, specialized classrooms, and large lecture capacity rooms.

Class Cancellations

The workgroup determined that in order to do everything possible to assist students at Monterey Peninsula College, it is important to gain, when possible, consistency in processes. It was determined that within the language of the contract, classes that need to be cancelled should be cancelled before the classes start. The intent is to keep students enrolled in the college. Students can be notified by email, and perhaps by a follow-up call, with a list of open classes. A discussion between the deans and the appropriate division chair should occur before any class is cancelled.

Work Group Subgroups

Although a great deal of great work was accomplished in a short period of time, much work still needs to be accomplished. Table Eight contains a list of those subgroups and the committee membership for each of these groups. Each subgroup is committed to completing its work in the most expeditious manner possible. Additionally, others who were interested in serving on a subgroup were asked to contact Leslie Procive in the Office of Academic Affairs.

Table Eight – Subgroups

Subgroup	Members
Education plan material	Alethea DeSoto, LaRon Johnson, Nicole Dunne, Kiran Kamath, Michael Gilmartin, Lauren Handley, Diane Boynton
Scheduling packets	Jon Knolle, Tracie Catania, Laura Franklin, Joe Nguyen, Rosa Arroyo, Michele Brock, Michael Gilmartin
Number of graduates/year by program	Nicole Dunne
SIS Reports & accessibility	Kiran Kamath, Laura Franklin, Michael Gilmartin, Jon Knolle
Classroom (status)	Gamble, Kiran Kamath, Rosa Arroyo, Michele Brock
Summer schedule blocks	Kiran Kamath, Laura Franklin, Michael Gilmartin, Jon Knolle, LeRon Johnson, Leandro Castillo, Diane Boynton
Marina and evening GE and Degrees	Counseling (LaRon Johnson), Business (Leandro Castillo), Social Sciences (Lauren Handley), Laura Franklin, Jon Knolle

Parking Lot Issues

The work group identified many issues that require attention to improve the processes at MPC. To keep track of these issues, the group began a parking lot—a place to record and commit to the pursuit, at a future date, of issues that need to be discussed and remedied. The following is a list of those parking lot issues.

- Ed plan materials clean up
- Invitation of division counselor to April/May division meeting to discuss schedule
- Course enrollment capacities
- Room inventory with class sizes on Google sheets
- Clean up room inventory for all areas
- Room allocation process
- Create connections between Academic Affairs & Student Services to identify and address student needs
- Curriculum process and timeline
- Catalog process and timeline
- Inventory of approved course outlines including date of approval
- Energize part-time faculty pools
- Handling of cross-listed sections
- Google sheets/tracking scheduling changes for schedule development process
- Catalog vs. schedule: class descriptions
- SIS constraints and the role of EMS
- Clarify data included in reports, i.e. which students are counted and when, why, etc.
- Provide student services and support during hours the college operates (i.e. evening). Establish and clarify campus hours.
- Establish timeline/process to evaluate new schedule

Further Recommendations from CBT

Presently, Monterey Peninsula College lacks appropriate processes and practices to assure that it is meeting student need and generating the appropriate amount of FTES—all of which can be termed “not following good enrollment management principles”. The level of FTES generation is shockingly low and if the present practices continue, the college will jeopardize its future and that of its community. In this regard, the college has a great deal of work to do to remediate years of tumult, distrust, and unstable processes. The college is very chaotic and crisis driven.

The college is fortunate to possess a group of people who are committed to change and many of these people were members of the Operational Enrollment Work Group. The group was comprised of intelligent, thoughtful, and dedicated individuals who embraced the concept of change as a vehicle to best serve the needs of the Monterey Peninsula College community. They understood that to remain viable the college needs to change and it needs to happen as rapidly as possible. It was a pleasure to work with these individuals.

In addition to (or to add emphasis to) the recommendations of the committee, these are additional and emphatic recommendations to assure the success of the college. The following are items that are deemed to be essential in this regard.

- The college must replace its current ERP system as soon as possible. It is archaic, inaccurate, and makes the processes at the college slow and tedious. Students are not served well by the system, nor are faculty or staff.
- The college needs to continue to create processes that are well thought out, developed in concert with constituents, and are codified and followed at the college.
- Every process at the college needs to be systematized and transparent to all. When an administrator leaves the college, it should not impact the college when systems are in place. Only when processes are person-dependent does chaos occur. That can be avoided by making sure that all processes are codified, written, and shared with all stakeholders.
- Class maximums need to be identified and codified in the Course of Record (COR).
- The bottom line for any academic decision needs to answer the question, “What is in the best interest of the student?”
- Serious attention needs to be paid to the low class enrollments and the proliferation of these classes. This is crucial and ignored at the present time.
- The college must institute FTEF allocations and FTES targets to assure that college FTES targets are met. As the method of funding the college and meeting student need, this has to become the primary goal of the all in instruction—administrator, chair, and faculty.
- The transfer programs need to become a higher priority for the college.
- The college needs to become less dependent upon Instructional Service Agreements. This can occur with systematic analyses and planning.
- The organization requires fewer layers to assure that appropriate dialog occurs between those in the classroom and administration.
- Processes need uniform enforcement. When many processes are developed, they are ignored and nothing happens to offenders. By default, “doing whatever you want” has become college practice.
- This work group was very good and needs to continue its work and persist in its efforts to change practices that are in need of change. The Parking Lot issues need resolution, as do the items listed in the subgroup work.
- Links between Academic Affairs and Students Service need to increase.

FINANCE

Overview of District Fiscal Condition

Three of the last four years, MPC has spent more than it received in unrestricted general fund revenues. The shortfall has been covered from one-time funds, primarily from transfers into the unrestricted general fund from the self-insurance fund and one time revenues from the state. The budget for 2015-16 also reflects a structural deficit but a lesser amount than the preceding year. While the 2014-15 budget reflected a deficit, the actual results were slightly positive due to savings accruing during the fiscal year.

The district has implemented some cost reductions but not at a rate to match revenue losses. The main reason for revenue loss is a decline in the district's ability to generate funded FTES.

While MPC may be able to employ a similar strategy of drawing down one-time funds for another year, the need to develop a plan to address the issue by producing new revenue, reducing expenses and becoming more efficient is now very important and more urgent. This report is focused on long-term solutions, not just temporary fixes.

It should be noted that the district's fiscal condition is a symptom of greater underlying problems. It is not causal, but rather an outcome of other actions or inactions.

A report from early 2009 titled "Long Term Financial Plan" cited many of the same issues. Since that report was issued, the situation has worsened because of the additional decline in FTES. A primary cause of that decline was because the college had built its operations on repeated enrollments in lifelong learning that the state subsequently disallowed. However, it is not clear if there has been a corresponding decrease in expenditures in these areas. Furthermore, when the State also ended funding for non-credit courses like PFIT (physical fitness offered in private gyms in the community), MPC experienced another drastic loss in enrollment and proportional funding.

MPC does not have in place any fiscal planning or monitoring tools to aid in the important decision making regarding the college's direction. Tools such as these are required for any long-term planning to have value.

Fiscal Operations

MPC has enjoyed staff stability in key positions related to its fiscal operations, where day-to-day transactions are managed and reporting takes place. The last three audit reports have not identified any negative audit findings regarding the fiscal operation. The areas of weakness reside in fiscal planning, monitoring and decision making.

Fiscal Planning and Monitoring

MPC prepares an annual budget as required by law. The budget document contains a wealth of good and useful information. While this is true, the document can be intimidating to a casual reader. Further, there is not any anticipation of events beyond the current budget year. Most organizations can survive a given bad year, but community colleges are not funded sufficiently to do so for consecutive years without some understanding of the circumstances and advance planning.

There is a structured budget development process outlined in the tentative 2015-16 budget. It seems to be centered on the college council and its ancillary committees. It is not clear from the flow chart who makes the key decisions on major budget direction. The college council recognized there were some issues with the process and has been working with a CBT consultant to resolve this concern.

There does not appear to be an FTES strategy in place, and further, those responsible for fiscal planning are not actively involved in FTES planning which is directly linked to budget planning.

CBT has provided a tool set of worksheets and documents to help address budget and FTES planning.

- **The first tool is a high level 3-year budget planning and modeling worksheet**

The K-12 system is required to prepare such a model. There is no such requirement for community colleges. This is the key element to sound fiscal planning. Not having this tool in place is like driving on a winding, narrow mountain road in the dark without any headlights. The 3-year model helps the district see what is ahead and how to deal with it. It does not solve problems but helps identify them; and then, as solutions are proposed, reflect the impact of those solutions.

As identified in the proposal. CBT has worked with the college to prepare a 3 year budget model using the template provided by CBT. That model is included as an appendix to this report.

What the model illustrates is how rapidly the district budget deficit grows and consumes the remaining fund balance absent any corrective action. CBT has identified a number of recommendations which help address this problem. It is not clear if the district will be able to act quickly enough to realize the benefit of those recommendations before the reserves are exhausted and at which time the budget could still be in a deficit spending pattern.

- **A sample budget narrative, along with 9 companion schedules that distill the complex issues in the budget into an easy-to-read format that help to convey the back story of the budget numbers and foster confidence in the data, its source and integrity.**

The focus of this set of documents is to provide, in just a few pages, information that will clearly demonstrate the district's fiscal condition and identify key issues. Also, by documenting the changes from the prior year's adoption budget to the new-year's budget, one can see what is different and why. Another important schedule that is included is a listing of inter-fund transfers. There have been questions raised within the district about what is really going on with these transfers and including a schedule listing those affecting the unrestricted general fund will provide some clarity on that issue.

- **CBT has provided a sample current year revenue/expenditure projection modeling tool to help fiscal staff better evaluate current year actual performance against budgeted numbers.**

The budget is only a roadmap. The actual outcome may differ, and it is important to monitor performance of the budget throughout the year. If trends are developing or anomalies occurring, this tool can help spot them earlier and provide time to take any corrective action needed. This tool should be relatively easy to implement in that the district does prepare an expenditure/revenue worksheet, but it is lacking the elements that make it useful for planning and decision making.

- **CBT has provided a sample 3-year FTES modeling spreadsheet. It helps focus attention on the impact of current FTES decisions on the next two years.**

It directs attention to key questions such as, what are the FTES targets, are there adequate resources budgeted to achieve those targets and what are the backup plans if needed?

This spreadsheet should be viewed as a companion to the 3-year budget model. FTES planning and strategies should be a major focus for administration and college leadership. In terms of implementation, action steps and monitoring success, it is important for the instructional and fiscal divisions to work together and stay in constant communication.

Enrollment management will be discussed in greater detail in a separate section of this report.

Recommendation: MPC should utilize the tools provided to aid in better fiscal planning and management of district resources.

Recommendation: Non-mandatory spending increases to the budget should be very limited until the district has shown real progress in closing the deficit and maintaining reserves sufficient to sustain the budget during this period.

Recommendation: FTES planning should be made the joint responsibility of the instructional and fiscal administrative staff.

Recommendation: Budget roles of committees and administration should be redefined to establish true responsibility and accountability. (Note: Please refer to the Policies, Processes and Procedures section of the report for the progress to date.)

Peer District Comparisons

Four districts were selected for comparison with MPC. There is not a direct correlation from such an analysis, but rather an opportunity to see where there are similarities and dis-similarities. These are only indicators which provide an opportunity to explore why and how they exist.

The districts selected were Hartnell, Gavilan, Imperial and San Luis Obispo (Cuesta). These were chosen because they seem to have more characteristics in common with MPC than others. They are close in FTES size, located in similar geographic and demographic settings, single college districts being the primary provider of community college instruction in their general service area.

Every year, each district must report data to the state regarding the year just ended and the budget year just begun. The data format is prescribed by the State, so it is not always in the form best suited for peer-level comparisons. For instance, the focus in the review of MPC is upon the unrestricted general fund. Much of the data is a blend of the unrestricted and restricted general fund activities. The analysis is affected by the degree a district has more or fewer restricted general fund activities. Unfortunately, that is not discernable from a number of the State reports.

Further, some of the issues for which we were seeking information could only be obtained through direct inquiry of the districts themselves. Because their responses would be voluntary and require some effort on their part, CBT limited the questions in hopes of obtaining their assistance. This approach was successful in that CBT received affirmative responses from each of the four districts.

Below we have recapped some of the responses from the districts and listed the same information for MPC. Further, CBT was able to obtain some summary-level information from the State Chancellor's Office for the unrestricted general fund which is also included.

Summary of Peer District Responses to Inquiries by CBT

(N/A indicates no useful response)

	Monterey	Gavilan	Cuesta	Hartnell	Imperial
Classroom Productivity	14.2 or 13.0*	N/A	13.31	16.93	15.78
(FTES per FTEF)					
Release Time FTEF	18	2	14.8	2.0 est	9.42
Deficit Spending	Yes	No	No	No	No
FTES Borrowing	Yes	Yes	Yes	No	Yes
Stability Anticipated	Yes	No	Yes	No	Yes
2014-15 Reported FTES					
Non-credit basic	397	519	78	15	36
Non-credit enhanced	128	21	165	0	15
Credit	5,984	4,724	6,833	7,179	6,814
Non-resident	173	68	175	66	54
Total FTES	6,682	5,332	7,251	7,260	6,919

*The first number is without release time faculty and the second includes that FTEF. For MPC, the spring 2016 data shows productivity of 13.5 and 12.3.

Both Cuesta and Imperial are borrowing almost all of their summer FTES. Cuesta anticipates it will be in stability in 2016-17. Imperial did not identify a specific timeframe for entering stability.

Observations:

- Of the districts listed above, the largest and smallest (Hartnell and Gavilan) appear to be the most stable financially. Part of the reason is related to maintaining their funded FTES. Further, Hartnell has better productivity; and almost all of its FTES is credit which means it is worth more in terms of state funding.
- Gavilan has a substantial amount of basic non-credit FTES but at the same time less release time. In fact, as noted below, Gavilan generated the largest surplus of the comparison districts for 2014-15.
- Cuesta and Imperial are not in as difficult a place as MPC, but may be headed for some fiscal challenges in the near term.
- MPC utilizes more release time than any of the peer districts by a wide margin.

- MPC’s classroom productivity ranks at or near the bottom of the comparison group

The summary-level data for actual unrestricted general fund results for 2014-15 are listed below. In order to make the comparisons consistent, CBT used all FTES since all types produce revenue, even though the funding rates per FTES differ. Other forms of revenue are earned by each district such as lottery, non-resident tuition, rental fees, etc. Those too are available to support expenses and included in the revenue total.

Costs are not identified by FTES type, which supports the notion of measuring total real revenue, total FTES and total expenditures.

Since the transfer of funds into the general fund are not true revenues, they have been excluded. Likewise, expenditures associated with student financial aid, capital projects and transfers out (expenditures normally captured in the 7000 account series) have also been excluded. The 7000 accounts can vary widely and are not considered part of the general operation.

For MPC, 2014-15 was a break in the deficit spending trend of the prior 3 years. The budget for 2014-15 anticipated a deficit; but as a result of savings during the year, that deficit was offset. The 2015-16 budget was balanced using one-time funds, which means the 2016-17 budget will start off with that shortfall.

The 3-year budget model suggests a rapidly growing deficit due to a forecast of very little new revenue, while costs are increasing based on existing obligations.

CCSF 311 Unrestricted General Fund Summary Data 2014-15 Actual Results

	<u>Monterey</u>	<u>Gavilan</u>	<u>Cuesta</u>	<u>Hartnell</u>	<u>Imperial</u>
Total FTES	6,682	5,332	7,251	7,260	6,919
Real Revenue	\$36,585,802	\$30,175,048	\$48,465,291	\$39,828,084	\$37,293,287
(excludes transfers in)					
Rev per FTES	\$5,475.28	\$5,659.24	\$6,683.9	\$5,485.96	\$5,389.98
Expenditures	\$36,330,317	\$28,234,919	\$47,500,674	\$38,816,921	\$35,513,299
(1000-6000 accts)					
Costs per FTE	\$5,437.04	\$5,295.37	\$6,550.91	\$5,346.68	\$5,132.72
Surplus	\$255,485	\$1,940,129	\$964,617	\$1,011,163	\$1,779,988
(before transfers out)					

Observations:

- MPC’s revenue per FTES is the second lowest and its expenses are the second highest.
- MPC appears to have experienced an enrollment decline unlike any of the four comparison districts.

- Each of the 4 comparison districts produced a much higher positive surplus than did MPC.
- Each \$100 of cost per FTES for MPC equates to \$668,000; so when comparing costs with Gavilan, for instance, MPC would need to lower expenses by \$946,000 to achieve the same cost per FTES.
- If you were just looking at 2014-15 in isolation, MPC does not look too far out of line with its peers. It is when the district models out its budget over several years that the impact of MPCs fiscal status comes into focus.

Specific Matters of Note

The report does not address every possible issue affecting the district but rather seeks to find those most needing attention and having the greatest potential for improvement and long-term benefit to the district. From conversations with various people within the organization, many of the matters noted are understood to some degree already. In the comments and recommendations that follow, CBT is providing an external, objective view of what the consultants saw and the types of adjustments needed. Ultimately, it is up to MPC to accept, modify or reject our recommendations.

Before discussing those, it should be noted that we did ask about areas which often cause financial problems for community colleges:

- Long term debt—the only item of note being the retirement health benefits which we will address in this report.
- Subsidy of categorical programs from the unrestricted general fund—the district has already moved to eliminate most of these.
- Off-site centers and locations—from the information received, these do not appear to be a drain on resource but rather an opportunity for the future stability of the college.

Prior to beginning actual field work, the CBT proposal identified general areas of exploration. Once in the field, it is very often the case that the emphasis changes from that which was anticipated as information is gathered and a better understanding of the district is obtained. That is the case with MPC. Items discussed below were deemed to be most significant to the fiscal health of the district.

Based on the 3-year budget model, MPC needs to take specific steps to bring its budget back into balance. The items that follow are consistent with that goal. To the degree CBT recommendations are not accepted or actionable, other options will need to be developed. Unless there is substantial improvement in state funding not linked to FTES production, the district must focus on cost containment and efficiencies.

Faculty Obligation Number (FON)

MPC is a member of the South Bay Regional Public Safety JPA. To our knowledge, it is the only instructionally based joint powers agency in the state. By its very nature of being a JPA, it

is distinct from Instructional Service Agreements (ISAs) which also generate state-supported FTES.

The JPA was created for the public benefit. It was intended to bring together community college districts engaged in providing public safety training in a more efficient and responsive manner.

MPC produces about 655 credit FTES through the JPA. The structure of the JPA and the way public safety training is delivered precludes the members from utilizing full-time regular faculty for FTES produced through the JPA.

MPC has approximately 6,032 credit FTES for which it is funded and upon which its FON is based. Since MPC receives almost 11% of its credit FTES through the JPA and cannot employ contract faculty, it means MPC is at a distinct disadvantage in FON compliance. The cost of FTES produced via the JPA for MPC is not inexpensive in that 60% of each apportionment dollar goes to supporting the JPA. To expend that and then be required to maintain a FON which includes the JPA generated FTES is burdensome to a small district with 11% of its credit FTES coming through the JPA.

CBT believes that the district could make a strong case to the State Chancellor's Office for an exemption or allowance that either reduces its FON or gives credit for the equivalent FON associated with the JPA. The district should not be penalized for doing a good thing.

There is some precedent for recognizing unique or unfair circumstances in funding issues related to community colleges. For instance, when colleges change the instructional calendar to have in-service days, there is a factor applied to FTES to make the district whole. The 50% law calculation allows for adjustments related to lottery revenues and capital expenditures. The way in which ISA costs are allocated was amended to fairly capture the instructional component. When the current funding model was established, a unique funding accommodation was made for very small districts. There are other examples which could be cited, but these are included to identify a basis on which such an adjustment could be made.

Recommendation: MPC should seek to have its FON calculation amended to account for the impact of the JPA generated FTES.

True Funded FTES Decline

MPC has experienced true decline in funded FTES 3 out of the last 4 years. It is important to know how decline, stabilization and restoration work to really understand what this means. In the year of decline, when a district drops below its established funded base (excluding growth), then it receives stabilization funding as if the district at least maintained its base. Call that year 0. Starting at year 1, the district **loses** all of that decline-related revenue but has years 1, 2 and 3 to gain it back. Any amount restored is added back to the district's revenue. Any FTES lost in year 0 and not restored by the end of year 3 is forever lost to the district.

The only way to gain FTES at that point is through the normal growth mechanism, which has no correlation to the amount of FTES lost. Back in the 90s, some districts experienced large true declines in FTES and had such low growth rates through the state formula that it took many years to earn their way back to the starting point.

During the restoration period, that FTES subject to recovery is only available to the affected district; so it is important to understand the implications of not being able to recover it.

MPC's Experience

- In 2011-12, the district lost 289 FTES valued at \$1,387,840. This was in addition to the take away from all districts imposed by the state that year, which for MPC was 587 FTES valued at \$2,603,302. Districts did have an opportunity to restore the state imposed FTES reductions, but it appears that MPC was not able to do so. Further, of the remaining 289 FTES decline, MPC was only able to restore 40. The balance expired after the 3-year window closed. The district lost the opportunity to restore the state imposed FTES (\$2,603,302) and the local decline in FTES (\$1,296,425).
- In 2012-13, there was no further decline in funded base FTES
- In 2013-14, MPC declined another 358 FTES valued at \$1,251,953 (Year 0) none of which was restored in 2014-15 (Year 1); and it is not expected that any will be restored in 2015-16 (Year 2). That leaves only one more year of opportunity before that too is forever gone.
- In 2014-15, MPC declined another 21 FTES valued at \$27,927 (Year 0)
- For 2015-16, we do not yet know what the final funded FTES numbers will be.

Given the trend, and without some new direction, it is quite possible that the district will lose the opportunity to restore any of the FTES revenue described above. That would mean that MPC has gone from a funded base of 7,682 FTES at the start of 2011-12 to an on-going base of about 6,503 FTES. This is a decline of 1,179 FTES or 15.3%. If, for example, MPC had a state approved growth rate of 1.25%, and assuming that MPC could grow back at this rate over time, it would take 12 years to get back to 7,600 FTES. One can see the very long-term implications of what some might see as a short term circumstance.

It should be noted that the district's funded FTES was as high as 8,700 in 2002-03 and over 8,500 in 2008-09 making the decline even longer and deeper. CBT has focused on the more recent events in our analysis.

The district is faced with the reality of being a 6,500 FTES level college and the need to adjust its thinking and spending to reflect that.

It is not clear that the decline is over. A number of actions taken by the district to shore up FTES may not be sustainable or make for a strong instructional program. One can see from the discussion above that halting the decline, while at the same time making sound longer term program decisions, is vital to the fiscal health of the district.

CBT will identify a short term FTES strategy later in this report.

Enterprise Resource Planning (ERP) Systems

MPC utilizes the Santa Rosa system for its administrative support applications. The administration has advised CBT that it will only be supported for one more year and after that the college will basically be on its own. Further, it was indicated to CBT that much of data collection is prepared manually and there is not any integration of the various functional areas. There is a dearth of good and timely data which has hampered the district's ability to assess its circumstances and develop responses. Further, student and public expectations for electronic access, data and support are not being met with the current system. Shoring up the current system with patches or third party add-ons is a poor use of resources and provides no real resolution.

The district began a process in 2012 using IT specialists to evaluate and migrate to a new ERP system and is aware of the need to do so, but progress has been quite limited. It has stalled due to staff turnover but also delays as a result of the college council involvement in administrative decisions about a new ERP system.

The district has a residual of about \$8 million in bond funds. There are more demands than there are funds which is very typical. It is not clear that the district has established funding to complete a transition to a new ERP.

Recommendation: MPC should make this a very high priority and firmly commit resources, bond or other one-time funds, to the completion of this transition. It is further recommended that a timeline be established and periodic reports to the board be made including any reasons for delay in meeting the timeline. The short-term FTES recommendation from CBT identifies a source of funds that could be applied to this endeavor.

Recommendation: The move to a new ERP is a major undertaking and can take several years to fully implement. It takes a great deal of staff time, is costly and needs a great deal of coordination. Many of those who will be responsible for making all of the individual components work do not have experience with such an implementation. MPC should consider, as it plans for this transition, the inclusion of on-site project management for some period of time from the successful vendor or a firm familiar with the vendor. This can help keep the project on schedule, avoid costly mistakes and make for a better integration of the various modules.

Other Post-Employment Benefits (OPEB)

MPC offers post-employment health coverage to qualifying employees. This benefit has been modified from time-to-time through the negotiation process but remains in place for all new hires. While the total actuarial liability is not large compared with many other community college districts, the fact that it is an open active benefit means that the liability will never end and most likely will grow due to longevity of retirees and increasing medical costs.

The modifications mentioned above affect how employees meet the qualifications for the benefit. Further, several of the adjustments carved out groups based on hire dates so that determining qualifying status can get a bit difficult. Retirees and eligible dependents are covered in the plan.

MPC is self-insured for its health benefits which makes this issue even more complicated. Retirees over 65 have limited district paid self-assessed premiums but can pay the district the remaining calculated premium and continue to receive coverage.

The district has set aside funds in its self-insurance fund toward the unfunded portion of its actuarially calculated liability. From time to time, the district adds to this balance but not in a structured way. The funds recently have been moved into an irrevocable trust.

There are three different elements to this arrangement we will address: OPEB funding strategy, the open OPEB plan and the operation of the health plan related to retirees.

OPEB Funding Strategy and Open OPEB Plan

Given that new employees can still qualify for the retirement health plan, the OPEB liability will never end. The 2014 actuarial report outlines a plan to fund the currently defined liability over the next 23 to 30 years. Most districts, when presented with this same type of plan, find they cannot meet the plan requirements. MPC, like many others, makes an attempt to set aside some funds toward the obligation; but this does not constitute a real plan.

What are the funds being aside intended to do?

When will the funds be applied?

For what and how will the OPEB funds be used?

Again, MPC, like many other districts, has not addressed these questions. Given the open nature of the program, answering the questions is made even harder.

Recommendation: The district should seek to close the program to new hires. Many districts have done so once they had a greater awareness of the financial drain on resources.

MPC is facing a number of challenges as a result of permanent loss of funded FTES. It is important to gain as much control as possible over expenditures. Obligations to retirees are oblivious to the up and down state funding cycles or the size of the district. These benefits took less of the available resources when the district was larger. The obligation to retirees must be met and, as the district becomes smaller, this obligation takes a greater percentage of district resources. Closing the OPEB window to new hires does not change the obligation to current employees. New hires will accept employment knowing what is or isn't provided. Many public employers have made this change, including the state of California.

Once closed, there are strategies available to help the district better address the questions noted above. The plan liability will have a life cycle that can be measured and monitored. The costs will escalate more slowly and will at some point begin to decline.

Given the sizable OPEB reserve, in comparison to the total liability, if the plan were closed, there is a strategy that can help manage the rate of increase in costs from the unrestricted general fund, meaning that more of the new revenues can go toward meeting operational needs.

Retirees and the Health Plan

Union contract language defining the conditions under which employees qualify for retirement health benefits is not easy to understand. There are various conditions and benefits available based on several key hire dates. Those hired before July 1, 1999, those hired between July 1, 1999, and June 23, 2004, and those hired after June 23, 2004. These dates trigger different levels of benefits and are linked to early retirement before age 65. Some of the differences are subtle; others a bit more substantive. It makes administering the plan more challenging and subject to error. At the time, the district and unions may well have had good intentions; but over time, as the changes were layered on top of each other, it became more complicated.

Data provided by the district regarding the health plan premiums and costs for the period of August 2014 through July 2015 indicates there were approximately 400 covered employees, retirees, and COBRA individuals. This does not include their dependents.

Out of the total 400, there were about 37 retirees under the age of 65 and 105 over the age of 65. The district assesses itself a premium for expected costs of claims, claims handling expenses and stop-loss insurance. The data indicates that active employees had a lower utilization than either of the two retiree groups. Actives were 84.07% costs versus assessed premium, retirees under 65 were 143% costs versus premium and over 65 retirees were 185% costs versus premium. The fact that retirees access the health plan more is to be expected given age-related conditions. What is important about this is that the district, in determining the self-assessed premium, is not recognizing the true cost of the retirees.

In the case of the over 65 group, this is significant because they pay the full premiums except for those retirees for whom the district pays \$125.55. It suggests that the district is in fact subsidizing this group beyond what is provided via contractual language.

Based on inquiries by CBT, it is not clear how closely the retirees' qualifying status is monitored or if premium payments are paid promptly and dependent status is confirmed.

Recommendation: MPC should evaluate its premium structure to better reflect the cost of retiree coverage, in particular those over age 65.

Recommendation: MPC should consider, in conjunction with closing the plan to new hires, smoothing out the differences between the pre-1999, 1999-2004 and post 2004 employees as means to bring clarity and simplicity to the plan. This might mean some small additional costs for the current qualifying employees; but if it is linked with the closing of the plan, may be in the best interests of all parties.

We do not propose specific actions to accomplish this since it is something that needs to be negotiated with the employee groups.

Recommendation: MPC should put in place procedures to monitor and confirm continued retiree qualifications for benefits, including dependents. It is further recommended that MPC have clear

procedures for monitoring payment of premiums by retirees, protocols for follow up on missed payments and termination from coverage if warranted.

Recommendation: The district should confirm with its actuary the premium figures used in the actuarial study. Since the actual cost far exceeds the assessed premiums, it would be important to make sure the actuary is working with the best data in preparing the OPEB liability reports.

Recommendation: If the district is able to accomplish the above noted OPEB recommendations, then it would be further recommended that a specific analysis and true plan to address the OPEB questions posed by CBT be undertaken.

Health Benefits and Plan

MPC is self-insured for health benefits both for active and retired employees and their dependents. This is unusual due to the small covered population. Insurance programs in the areas of health, workers compensation, property and liability are based on large numbers of participants or insured values.

MPC's model creates uncertainty and greater financial exposure when compared to more traditional health benefit programs.

As the district comes to grips with its FTES reality, gaining control over those aspects of spending having the most risk is an important strategy to consider. When evaluating options about issues that have significant financial implications, it is helpful to think in terms of upside gain versus downside risk. In other words, if the reward is limited but the risk substantial, then the decision may not be the best one. On the other hand, if the reward is significant and the risk minimal, the choice is made easier. Another factor to consider in the risk/reward analysis is the district's ability to absorb a loss. If the fund balance is strong and the budget truly balanced, then the district would have a higher risk tolerance. Given its present circumstances, MPC has a low risk tolerance.

Applying this to the evaluation of health coverage options in light of the permanent financial loss due to FTES decline, the district may want to gain control over its exposure to uncontrolled costs. The present structure involves high risk and no reward in that its costs appear to be greater than others. This circumstance was also noted in the 2009 Long Term Financial Plan Report.

The district has, from time to time, pursued such options but without success. It is not clear if that was due to cost or lack of agreement with the employee unions. It is our understanding that inquiries into the health plan structure changes are again underway.

Given the inclusion of retirees in the plan and the growth in their numbers and related costs, the district's financial exposure is expanding as the district size is decreasing.

Recommendation: MPC, working with its unions and health plan experts, should seriously pursue changes that better define and limit the fiscal exposure and annual costs of the health benefits provided employees and retirees.

Faculty Reassigned Time

MPC currently provides the equivalent of 18 FTE (full-time equivalent) faculty for various release time assignments. Based on total faculty regular FTEF, this equates to about 17%.

Release time serves an important purpose. It is often used for special, short-term projects. It makes sense and when the faculty expertise is relevant to the project is efficient. What happens in many districts, not just MPC, is that release time takes on a life of its own; and it is continued beyond the intended purpose, becoming institutionalized. In the case of MPC, this is even more evident due to contract language that embeds release time.

There are functions for which release time is expected and will be on-going, such as academic senate leadership, some grant activities and possibly union matters related to contract administration for grievances, negotiations, etc.

While the cost of release time is often measured based on the value of hourly replacements, there is another cost in terms of the primary role of full-time faculty in instruction and student counseling. With so much release time granted, MPC has a true detriment in its faculty ranks. The state has been working for years to increase the number of full-time faculty, and in the 2015-16 budget, allocated a sizable amount of funding for that purpose. The over application of release time assignments works against that objective and takes faculty away from their most important role.

At MPC, the hourly cost with benefits is around \$54 per hour. For a year based on a regular 15 unit load per semester that works out to roughly \$28,350 per FTE. Eighteen FTE release time would have an hourly equivalent cost of \$510,000. This is only the cost component. You cannot put a price tag on the programmatic impact of this much release time.

The faculty union contract allows for up to 7% of the faculty to be on sabbatical in any given year. It is CBT's understanding that sabbaticals have not been granted for several years due to the district's budget problems.

If sabbaticals are granted, then that exacerbates the impact of release time, meaning the percentage of full-time faculty not in the classroom or counseling students could exceed 20% or, stated another way, 1 of every 5 faculty would not be available to students.

Recommendation: Release time should not be contractually guaranteed (other than for union contract administration) and should be evaluated annually based on a listing of release time needs, with approval by the college president and presentation as an informational item on a board agenda. It is assumed that the academic senate release time would be a perpetual item.

CBT understands this is a contractual matter and subject to the negotiation process. The recommendation is focused on what is in the best interests of the institution and its students.

The division chairs are included in the counts above and detailed in the faculty union contract. CBT will speak to the administrative structural issues related to division chairs in a separate section of this report.

Classroom Productivity

Classroom productivity is measured either in terms of weekly student contact hours (WSCH) per full-time equivalent faculty (FTEF) or by full-time equivalent students (FTES) per FTEF.

There is not a specific standard for classroom efficiency, but many districts use as a semester baseline of 525 WSCH per FTEF or 17.5 FTES per FTEF. If a district exceeds these, it is performing better and gaining efficiency. If it falls below the baseline, it makes the cost of instruction go up. The 525 is based on 5 sections, 3 contact hours and an average of 35 students per section which translates into 17.5 FTES.

Based on data provided to CBT, the district is operating around 14.2 FTES per FTEF, excluding contract and reassigned faculty. If reassigned time is included then the productivity drops to 13.0 FTES per FTEF. (However, as an added reference point, the spring, 2016 numbers were even lower at 13.5 and 12.3).

While the difference does not seem large, it is important to note this is for each full-time equivalent faculty number which is 189 without the reassigned time or 207 with it.

To simplify things, as we illustrate what the difference represents, we will use the 189 (FTEF) number and the fall, 2015 FTES per FTEF data.

Subtracting the MPC value of 14.2 FTES from the generally accepted baseline of 17.5 FTES per FTEF, the difference is 3.3 FTES. Multiplying 3.3 FTES by 189 FTEF equals 624 FTES. This is for a semester; so for the academic year, it would be twice that amount or 1,248 FTES.

The total MPC funded base FTES for 2015-16 is 6,500. As a percentage of that baseline, the 1,248 FTES is 19%. To the degree MPC can move closer to the 525 WSCH or 17.5 FTES targets, it becomes more efficient and saves costs. This can free up resources or, in the case of MPC's structural deficit, bring costs more into alignment with revenues.

Smaller colleges have fewer discretionary resources with which to work. For instance, there is a college president for a college of 6,500 FTES and there is similarly a college president for a college of 25,000 FTES. The cost of a college president will come from revenues from 25,000 FTES or from 6,500 FTES.

There are a number of costs, like the example above, which take more resources for smaller colleges, leaving fewer discretionary funds, meaning improved productivity is very important to having a sustainable operation.

MPC has class cancellation language in its faculty union contract about minimum class sizes of 15. Apparently this means a class must not be cancelled if this number is reached. Such a rule works against the goal of greater efficiency.

Recommendation: MPC should adopt a goal of improving classroom productivity per semester to 525 WSCH or 17.5 FTES per FTEF. It is further recommended that specific benchmarks toward the goal be established and measurement of progress toward those benchmarks become

part of the curriculum planning, class schedule development and job performance requirements of instructional managers.

The need to be more efficient is just one more element of coming to grips with being a smaller college. Cost containment is very necessary for the long-term financial health of the district, as evidenced by many of the CBT recommendations.

CBT has made a number of recommendations regarding enrollment management that will also help in reaching this objective.

To accomplish this productivity goal may require hard decisions on which classes are offered, cancelled and when they are offered. Business as usual will not move the district forward. It is not clear that, given the current organizational structure, those decisions can or will be made.

CTA Contract Article 16.8: Salary Schedule Adjustments

When first negotiated, the parties may have seen this methodology to increase the salary schedule as an objective way to allocate resources without having to continually negotiate compensation. They could not, however, have anticipated the most significant financial downturn ever experienced by California's community colleges. Further the internal dynamics of the district amplified the impact of the downturn through real decline in funded FTES over a period of years.

The economic factors noted above have exposed flaws in the concept and its application. It has created a circumstance whereby the district, as it tries to recover lost revenue due to declining FTES, is caused to increase the faculty salary schedules from funds that do not represent true revenue growth.

The process calls for a measurement in the change of state apportionment from what is known as P1 of the prior year to P1 of the current year. If there is an increase from one year to the next, then after specified cost items are addressed as noted in Article 16.8, the balance is applied to the various faculty salary schedules. CBT has noted the following problems related to this mechanism.

The Use of P1 Data

P1 is an estimate and is considered soft data. It is a projection by the district of its expected FTES and by the State on what funds are anticipated to be available, most often expressed through the application of a deficit factor. There are typically 2 more valuations before the apportionment is considered final. Those are P2 which is provided in June of the current year and the final recalculation which occurs at P1 of the next year. So in simple terms, 8 months after the close of the fiscal year, the district finds out its final funding for the previous year.

There can be substantial changes from P1 to the Final.

It is our understanding that an MOU was approved in 2012 that modified this section, but CBT has not seen the MOU or the exact rationale necessitating it. The consultants have been told by the district that the MOU was temporary and no longer applicable.

There is another concern about the inclusion of all apportionment revenue. Since apportionment represents more than 92% of all unrestricted general fund revenues, the way in which Article 16.8 functions makes all increases of apportionment subject to inclusion. The remaining non-apportionment revenue increases only slightly, leaving almost no new income with which to apply to other district needs.

So while the report has noted that P1 is not a good foundation, CBT is not suggesting that using either P2 or Recalculated Annual are appropriate either. The automatic application of new state revenues does not consider other major mitigating factors and severely limits the district's ability to respond to changing circumstances.

Lack of Context

The methodology expressed in Article 16.8 isolates changes between two immediate points, last year and the current year. It does not take into account the longer view of related facts and circumstances. In the case of MPC, P1 data going back to the 2010-11 fiscal year reflected a computational apportionment of \$37,208,570. For 2015-16 it is expected to be \$35,187,067; yet because the change from the 2014-15 year figure of \$32,784,265 is positive, a salary schedule increase is triggered. The simplified table below helps illustrate this point.

MPC P1 Apportionment Reports

Source: State Chancellor's Office

<u>Fiscal Year</u>	<u>2010-11</u>	<u>2014-15</u>	<u>2015-16</u>
After deficit factor	\$37,208,570	\$32,784,265	\$35,187,067

*not all years included to simplify the illustration

Article 16.8 suggests that only the increase from 2014-15 to 2015-16 be considered, not taking into account the fact that the district is still trying to recover lost funding.

This can be further demonstrated with a scenario that, while not exactly the case, is not far from where the district finds itself now. Because of the stability/restoration process, the district could decline in year 0 receive stability funds, then in year 1 not restore but restore in year 2, Article 16.8 would only look at year 1 compared to year 2. This pattern could repeat itself a number of times so that looking 8 years out, the FTES has not changed but the salary schedule has been increased 3 times.

MPC is still trying to recover what was lost. It is not seeing real true new income. It should be noted that when revenues decline, the salary schedule is not reduced. At some point previously, the salary schedule was adjusted to reflect the increases associated with

the 2010-11 revenue of \$37,208,570. As FTES declined and revenues were lost, the salary schedule was not affected.

When and if FTES is restored, the application of Article 16.8 does not take into account this reality; and with the way it is applied, salary schedule increases have been triggered during this period.

In addition to the problems with the mechanical application of the process, there is no recognition of the district's ability to pay or afford these salary adjustments. The assumption is that any new revenue flowing to the district via apportionment will have to pass through the gatekeeping of Article 16.8. The district has been deficit spending and drawing down reserves from various sources, yet that circumstance has no bearing on the application of this article.

It is unclear from where the district finds financial resources for other operational activities or compensation to other employee groups.

Lack of Incentive

The prescriptive nature of this article and its application provide little incentive for the district as a whole to work toward improving its financial condition. Other employee groups are left with little to negotiate over. The administration has little ability to begin new initiatives or increase the budget without first gaining approval through Article 16.8 or deficit spending.

As it stands now, the district, through the state apportionment process, still has time to restore lost FTES valued at about \$1.4 million; yet if it does so, it will not bring relief to the pattern of deficit spending but rather build in even more salary schedule enhancements that the district cannot sustain.

Broader Implications

In much the same way that the article is applied in a limited context there are implications on for the institution as a whole. Is a mechanism such as this in the best interests of students and the community? How are they benefited when the educational needs of those the college serves are not considered? Is this really sound public policy?

Given the district's poor fiscal health and the need to take corrective action sooner rather than later, this article only adds to the challenge.

Summary

CBT's comments on this topic are not an indictment of the faculty union. It was a bargained item which took agreement on the part of the district. It may have been well intended at the time but not fully understood. It was enacted at a time that did not anticipate the major changes awaiting the district.

CBT understands that it is up to the district and union to determine what action may be appropriate. From the consultants' perspective and review, it is an item that has become a barrier to the organization's ability to regain its fiscal equilibrium.

Possible FTES Strategy

CBT has reviewed the District's 320 attendance reports for the last several years in an attempt to determine what the FTES strategy has been and options that may be available to the District. It does not appear that there was a real strategy based on the way in which summer FTES was applied.

CBT has identified a strategy that can accomplish more than one objective. CBT is, however, somewhat reluctant to fully recommend it, if it triggers an adjustment through Article 16.8. The strategy CBT is modeling generates funds which should be considered temporary, one step away from one-time in nature. To lock them in as salary schedule increases would not be wise and, if that was to be case, CBT would not recommend the strategy.

The report has already discussed what permanent loss of funded FTES means to the District and how time is running out for restoration. In addition, CBT referenced the need to establish funding for the ERP migration. This FTES strategy could address both of these points.

MPC has developed its budget based on funded FTES of 6,500. The District produces about that much on annual basis excluding the impact of summer borrowing. Summer FTES is running just over 600 per summer. Because of the summer borrowing pattern, MPC has been borrowing about 300 FTES from the next immediate summer session. For 15-16, you reported at P2 borrowing of 270 FTES from summer of 2016 leaving 330 FTES of summer 2016 to be reported in the 16-17 year. A portion of the remaining 330 FTES is not eligible for borrowing and must be reported in the 2016-17 year. The exact amount is not yet known because the 2016 summer session has not yet begun. Based on summer 2015 the additional FTES available for borrowing could be as low as 130 FTES. It could also be a bit higher.

Conditional Recommendation #1:

1. For the 15-16 fiscal year, MPC borrow as much of the remaining 330 summer 2016 FTES as possible (based on recent district information the minimum would be 130 FTES) to capture funds available through restoration. The exact numbers are not yet known since there is still attendance data to be captured.
2. For the 16-17 year MPC would once again report a decline, so no summer borrowing, but receive stability funds
3. For the 17-18 MPC would be able to report the full 6,500 FTES it generates or could again begin borrowing to sustain the funding temporarily. Because this is further out on the timeline it is unclear if MPC can rebuild enrollment or end the slide in FTES.

This recommendation would produce approximately \$625,000 to \$800,000 more for 15-16 and the same amount would be there again in 16-17. Combined there could be up to \$1.6 million more than what the District has anticipated. Treating this as temporary funding, it could be put toward the implementation of the new ERP system or a resource to help address the anticipated budget deficits. Further, by employing this strategy, the district would start a new 3 year restoration period for FTES and then have more time to truly restore the lost FTES that is still in jeopardy of permanent elimination.

Conditional Recommendation #2:

There is a variation on Recommendation #1 that could yield better results however it is not without some risk. It has a lot to do with timing.

If MPC feels that in 16-17 it can produce actual FTES above the 6,500 or 6,480 as reported at P2, then applying the above noted strategy in 16-17 rather than 15-16 would be more beneficial. If MPC can only borrow 130 FTES from summer 2016 into 2015-16 and they can produce more FTES above 6500 in 2016-17, it would give them the opportunity to restore all (or more) of the available 358 FTES by choosing recommendation #2. If, however, there is a chance that the real FTES production for 16-17 could be less than 6,500, then it would be better to stay with Recommendation #1.

Because the district does not know what will happen in 16-17, the best way to approach this dilemma might be to wait until the last opportunity to re-file the 15-16 FTES report. This would give MPC some time to see the fall enrollments before making a decision. It comes down to a judgement call, but waiting awhile allows for better information upon which to act.

If the district feels confident now in terms of its 16-17 FTES and it decides to accept our recommendations regarding an FTES strategy, then it can choose now which course of action to pursue.

RESTORING FTES

Under the current finance model in California, whenever a community college district experiences an enrollment decline, it has three years to restore that enrollment before it is no longer possible to recapture it. MPC experienced an enrollment decline of 358 FTES in 2013-14. So far, the college has not restored that FTES and is not being paid for it. However, if the college increases its FTES by 358 FTES prior to the end of the 2016-17 fiscal year, they will be paid for that FTES. The decline of 21 FTES in 2014-15 is also available for restoration through the end of the 2017-18 fiscal year.

The wonderful aspect of restoration, no matter what number is involved, is that the funding for those FTES has been uniquely preserved for MPC and if the district achieves the increase in FTES, the district will be paid for them. Once the restoration window closes and if the District has not fully restored the FTES in question, all additional recapture of that FTES will be treated as growth. This means that enrollment increases will only be funded up to the District's growth cap, and the District must compete with all other districts in the state for the available growth dollars. Restoring at a modest growth rate will take a very long time. That is why it is so critical to fully restore the FTES within the windows provided by the state system office. It is certain that there will be at least 379 FTES available in the 2016-17 fiscal year. As solutions are developed it needs to be remembered that every dollar spent generating the additional FTES (e.g. adding class sections) will have to be subtracted from the additional revenue. The ideal solution would be to generate the additional FTES within the current budget for course offerings (the courses offered might change but the total FTEF would be the same) and then the entire amount of additional revenue could go towards solving the budget problem.

When presented with the challenge of increasing FTES, the usual strategy is to think about how to attract more new students to the college. While that certainly will need to be a component in the plan, it cannot be the only strategy. The demographics of much of the area does not lend itself to growth in community college FTES. Therefore, the initial efforts need to include a significant focus on retention (defined in the broadest interpretation) and increased course enrollments by current students as well as attracting more new students. Numerous suggestions have been embedded within the following comments. In many cases time did not permit the consultants to verify whether the college is already doing some portion of the suggestions. This was not meant to slight the college, but rather to err on the side of including too many ideas. Also, this is not a comprehensive list and the people within the college community will have many more good ideas. Furthermore, in reviewing old documents, a report called "The Long-Term Financial Plan" (dated December 18, 2008) was discovered and within it on pages 3 to 12 were numerous good suggestions. Some of those suggestions have been repeated and amplified in this report, but the college should do a complete review of that section from the 2008 plan.

Clearly the first order of business in restoring FTES at MPC is to adopt one of the two strategy recommendations in the Finance section. Beyond that, here are some suggestions for recapturing additional FTES.

Retention

In terms of increasing FTES, retention can play a critical role, particularly when efforts focus on the student experience from initial contact with the college through the first census of each session. The easiest FTES is to retain the person who already decided to come to the college. The first step in this process is to insure that the initial contact by a student is a successful one. When that contact is by phone or by physically coming to campus (e.g. the Admissions Office) the result should be a satisfying and successful filing of an application. That means there is a need to have good customer service training for all initial contacts (including those answering phones), easy parking for applicants, and good way-finding to a person who can guide the applicant. If the initial contact is through the internet, the website and on-line application and enrollment process needs to be user friendly. In all of these situations, don't take the need to be user friendly and the importance of customer service for granted, and don't assume they are fine. Be sure to test the systems by people not familiar with them and survey new applicants. The use of a secret shopper service is a good example of how an organization can regularly test its systems. Once an application has been filed, the college now has individual contact information. The goal has to be to convert all applications into course registrations. In particular, an automated system needs to be implemented to contact all applicants who miss their registration date. The easiest is a post card system followed up by an automated telephone message system. Most colleges use an automated recorded message from the president or some notable alumni. The next critical retention stage is to keep students enrolled past the census date. A critical element in this process is how faculty treat students during the first two weeks of classes. Many faculty unintentionally discourage students at the outset of the class. Pierce College faculty, for example, created the Nurturing College faculty handbook to make sure that faculty avoided unintentional student drops. It also worked on how to create a nurturing environment without diminishing standards. Creating a caring environment does not mean a lowering of standards. In fact, high standards and high performance are usually enhanced in a caring and nurturing environment. Sometimes it is as simple as providing faculty with student phone numbers and email addresses so that they can make contact with no shows and apparent drops. It is also critical to not create too many impediments for students during those first two weeks (e.g. no parking permits required until after first census, expedited financial aid).

Obviously, retaining students through the semester is a critical goal, both in terms of student success and FTES. However, this report is not the arena for that discussion. Nevertheless, another important part of building FTES is getting current students to re-enroll in the next session and/or intersession. Colleges frequently overlook the effort of marketing to current students. It is inexpensive because current students are a captive audience and obviously very targeted. The college can also use faculty to deliver the message in class to students, and faculty are probably the best promoters. In addition, the increase in FTES must be sustained to be an effective budget solution. Clearly, having continuing students be successful and enroll in the subsequent semester is a critical part of maintaining the increased FTES.

Increase Student Load

The second mechanism for increasing FTES is to coax current students into taking more classes. This has to be done with some discretion because the college does not want to encourage students to take a heavier load than they are capable of handling. Nevertheless, there are areas in which these additional course loads would not decrease student success. First, short-term classes that were available in the middle of the semester could be selected, targeted and marketed to students who drop classes. Second, late-start classes could be developed which would actually improve the chances for student success (e.g. the Freshman Experience type of course). Third, creative incentives could be developed (e.g. book vouchers, reduced parking fees, improved registration priority) for adding a class or for being a full-time student. Finally, the college may want to consider establishing HBA (if it is thought to be pedagogically sound) under the state regulations.

Academic Calendar

The third mechanism for increasing FTES is to change the academic calendar. The college currently uses a calendar that provides for an abbreviated winter session (early spring). The district is using a three-week winter intersession while most colleges that offer a winter session are using a five-week or six-week intersession. Teaching classes on a daily basis for five weeks greatly increases the possible offering and FTES potential for the winter intersession by allowing for a much larger offering. The other alternative is to offer a six-week intersession that mirrors the six-week summer session. Changing the winter intersession could generate significant additional FTES particularly given that it feeds off of the college's continuing students and there is not likely to be much competition. If that is the only change, it simply requires changing the dates of the spring semester. Perhaps simply re-allocating resources from low enrollment classes in the primary term and lengthening the winter intersession could be a major contributor to solving the district's FTES restoration problem.

Another option is to explore converting to a compressed calendar. If the college created 16-week primary terms in the fall and spring and converted to the use of a five-week winter intersession, the college could also run two five-week summer sessions, back-to-back, with the standard eight-week summer school overlay. This is a more radical change (and probably not possible prior to the 2017-18 academic year), but the possible increase in FTES is obvious, particularly if these extra intersessions are populated with the classes with the highest student demand. Besides increasing FTES, this model also allows students to go year round with the three five-week sessions (one in winter and two in summer) replicating the equivalent of a third semester. This option is often particularly attractive to international students who are already paying rental costs and cannot afford to go home between semesters. The conversion to a compressed calendar in the primary terms should also increase FTES. If the college makes the conversion properly, it should result in increased retention, attract more students, better prepare transfer students and refresh the curriculum. When Santa Monica College went to the compressed calendar in the early 1990s, it was done exclusively as a mechanism for increasing student success (it occurred when the college already had unfunded FTES and there were no state funds for growth.). The college believed (and was subsequently validated by research) that the compression would actually improve retention and performance. Furthermore, the creation of a winter intersession also

decreased time to degree. The calendar was created and sustained for educational and student success reasons. Other benefits were secondary in importance.

Nevertheless, there are also enrollment benefits. By starting the fall semester closer to Labor Day, the college would start the fall semester later than neighboring schools on a calendar similar to MPC's current calendar (e.g. Hartnell). That allows college students to work (or play) longer in the summer and still end the fall semester at approximately the same time as the current fall semester. It is also a major help to parents of school-age children because it can insure that there are no childcare problems during August (the first two weeks of the current semester). It is probably obvious that, if students are given the chance to start two weeks later in the fall but end at the same time, it will give the college a competitive edge. It will also make MPC competitive with colleges already on a compressed calendar (e.g. Cabrillo). Furthermore, MPC would be creating a semester that is equal in length to the CSU semester which also helps prepare transfer students. By serendipity, under the current attendance accounting regulations, the college also receives an increase in FTES for comparable enrollment. That requires a more complicated explanation than the scope of this paper but will be provided by the consultants if there is a desire to pursue this option. However, it should be mentioned that three-unit classes must meet on a MW or TT pattern. It is not possible to have a MWF pattern for three-unit classes in a compressed pattern. Converting to a compressed calendar is a more radical change than just changing the winter intersession; but if the college is interested, the consultants can provide a more complete dialogue on compressed calendars.

Attract New Students through Marketing

There is also the preferred strategy of attracting new students through marketing. If the college is going to pursue this approach, there needs to be a carefully designed marketing effort occurring at the college, and the marketing effort needs to be a constant, on-going effort to build a "branded" image of the college. In most colleges, the commitment to marketing has been inconsistent with colleges spending little or no monies on marketing during tough budget times and when growth is not funded by the state. However, if one looks at the successful marketing efforts conducted throughout the state, those colleges have a well-developed marketing plan which portrays consistent images; and the plan is funded at some level every year, even when they are not trying to grow.

Once there is the commitment to marketing and the possibility of developing a longer term marketing plan, the plan can be data driven and based on market research. In particular, it would be useful for the college to conduct focus groups, especially of students who live in the MPC service area but attend other colleges. This type of information is critical in terms of correcting mistaken images of the college and to determine a strategy of how to compete with other colleges. It would also be helpful to conduct focus groups among current students to determine if there are negative images of the college being shared in local high schools. Nothing kills enrollment efforts like a bad "word-of-mouth" campaign, particularly if it is not based on factual information.

While the college undoubtedly has skilled and dedicated professional who could conduct the marketing campaigns, all of them have other responsibilities and in some cases other backgrounds. It would be helpful if there was someone at the college coordinating all external

communication (e.g. advertising, newspaper stories, television reporting, print materials) because, in the end, they are all forms of marketing.

Adding New Programs to Reach New Populations

As MPC faces the reality of the size of the college in the future, it may be necessary to discontinue (or reduce) certain programs in which there is not enough student demand to sustain them. At the same time, those changes can provide the necessary FTEF for the creation of new programs or the expansion of existing programs where student demand is not being met. This will require careful analysis so that efforts and FTEF are not wasted. One of the prime areas for exploration appears to be in the Seaside and Marina geographic areas. According to data from institutional research, both areas show that over 75 percent of the population do not have an AA degree or higher and that the adult participation rate is under 10 percent. Furthermore, 18 percent of the males ages 18-24 and 12 percent of the females ages 18-24 do not have high school diplomas. All of these are indicators of a high potential unmet demand. With some additional research, it could be determined if the needed classes are ESL, Basic Skills, CTE or Transfer. Further analysis may indicate other pockets of opportunity.

High School Outreach

The student services area of the college has developed a good working high school outreach program. There are a couple of strategies which could help to build these programs. First, outreach programs could benefit from hiring high school college counselors on a part-time basis during the summer or to work within the outreach programs. When high school college counselors work on campus or become intimately familiar with a college, they become missionaries for the college with their students. Second, use former MPC students who have successfully transferred to serve as recruiters. (It is even better if they are going back to their own high school.)

Beyond the outreach efforts, the college needs to maximize its effort of conducting college classes at high school campuses. Many colleges (e.g. Pierce and Santa Monica) have used this approach to build significant additions to their FTES (over 300 FTES per year), and it has helped to serve as another recruitment device for high school students. Another successful technique to build these programs is to hire current or former unified school administrators or counselors to supervise them. They usually have excellent contacts and relationships with the high schools; and in both cases, they will work on a part-time basis.

The college should also explore formal programs that bring high school students to the MPC campus. These opportunities range from individual classes to a Middle College High School to a two-year concurrent enrollment program in which students graduate with an AA degree and a high school diploma. There are also CTE opportunities which would allow high school students to begin work on a certificate or AA degree while still in high school. This is particularly attractive for CTE programs not offered in the high school.

Find an important message of success for the college. Ideally, have a local paper print the story. Use copies of the story as a marketing piece in the local high schools. This technique is virtually free because it is just the cost of making copies, and the story has credibility because it is coming from a third party, the newspaper.

Industry Outreach

Just as an outreach program is built to connect with feeder high schools, a comparable program needs to be built with all major employers in the college's service area. The connections can begin by having members of Advisory and Foundation Boards helping through their contacts. Once those have been maximized, contacts can be developed through the Human Resource Directors at each of the desired employers. However, the college must be nimble to respond quickly; unfortunately, that may be lacking in the current college processes.

Partnerships

When attempting to establish a positive image (particularly when a college is trying to compete with a well-known college), the easiest way to do it is through partnerships. For example, at Pierce College, which was trying to compete with two well-known adjacent colleges, partnerships were established with CalTech, the Wills Neuroscience Institute at Berkeley, UC Davis (in agriculture and veterinary training), etc., to offset the transfer image of the two competitors. None of these partnerships involved transfer agreements but were specific enrichments for students and the curriculum in general. Also, all of these partnerships were created at no cost to the college. However, the college also had transfer agreements with all UC and CSU campuses. Beyond that, individual programs created partnerships (e.g. archaeology with the U.S. Forestry Service for Native American dig sites, automotive with Ford and Nissan, and many others). The point of the partnerships is that they are easy to publicize and are great content in marketing campaigns (not to mention the actual benefit of the partnerships because they are all real). When the public sees partnerships with esteemed partners, they infer quality. The public assumes that an exemplary institution would not partner with your college unless you were also a quality institution.

Unique Offerings to Meet Student Demand

One of the successful strategies adopted by colleges is to guarantee access to core classes. For example, there might be a guarantee that any student who enrolls at least one week before the start of school will be guaranteed access to core math and English courses (e.g. Freshman Composition and the two levels below). The college does not guarantee the time of day of the access, but serious students know they will not be shut out of the defined core. Another idea is to develop a unique program that can exist within the existing offering that is tailored to specific populations of students or cohorts. For example, as mentioned previously, a program could be developed with local unified school districts in which students are fully integrated within the college curriculum so that they complete the 11th and 12th grade at the same time that they complete the first two years of a baccalaureate degree. This is a different spin from the usual Middle College High School. These programs can also be done in a way that provides financial benefit to both districts. Beyond these types of programs, the college also needs to explore other unmet demand through such offerings as expansion of late start, short-term, weekend, hybrid and on-line classes.

Develop a New Program with CSU Monterey Bay

After the closure of Fort Ord in 1994 and after it was decided to establish CSU Monterey Bay on the former site of Fort Ord, an opportunity for MPC may have been lost. There are places around

the country where a community college and a four-year university have been created as an active partnership. In some cases, the campuses are even coterminous. The opportunity, which could not be consummated back in the 1990s, was to have MPC provide the lower division and CSU Monterey Bay provide upper division and graduate work on an on-going basis. With the 30 percent population decline caused by the closure of Fort Ord, an enormous burden was placed on MPC that needed to be mitigated. The solution could have been the opportunity to do something new and innovative for California that would have helped MPC. A version of this idea for the partnership was initiated in 1994 when a memorandum of understanding (MOU) was signed by MPC and CSUMB in which there was a provision for MPC to help provide the lower division courses at CSUMB for the three-year start-up of CSUMB. Of course the real idea was a permanent role for MPC, not just during the CSUMB start-up. Unfortunately, the relationship was contentious from the beginning and, with the passage of time, the idea appears to have disappeared completely. As a result, with the evolution of CSU Monterey Bay, MPC seems to have been pushed out of any involvement in the lower division courses at CSUMB and instead left MPC with the creation of a potential competitor that could drain off additional students, particularly recent high school graduates. That is significant because that is the primary source of full-time students for MPC.

It may be too late to remedy the situation, but might be worth a try. One possible model is to have CSU contract with MPC to provide the lower division (or at least the lower division general education). It could be done at the CSU site and CSU could still show the enrollments as CSU students. In that way, they could still receive state support for those students. Since the CSU compensation exceeds the state support for community colleges, they could pay MPC the normal FTES apportionment and keep the difference. Everyone would be a winner, including the students who would probably receive better instruction.

This would be a very political process. Some in Sacramento may object to the payment loophole. The CSU faculty union may object to losing members or work for members. The CSU faculty may feel they are losing control over the lower division, but that could be remedied in the contract. CSU may object to paying MPC the normal apportionment because they may not be using tenured faculty to teach lower division courses (it might be a money-maker for CSUMB). Others may just object because it is new and different. Nevertheless, it may be worth a try to resurrect the idea that was started with the 1994 MOU concept.

Increasing FTES is Everyone's Job

Too often, when colleges face the need to increase FTES, it is believed that it is as simple as doing more advertising and that is someone else's responsibility. In reality, everyone (trustees, administrators, classified, faculty and students) must work at it. If everyone generated two more student enrollments, it would make an enormous difference. Frequently this is as simple as distributing materials at local social, religious and political organization gatherings. Also, there are easy techniques to help. For example, the Pierce College Foundation annually sold employee membership for \$25. In exchange for joining the foundation, everyone received a golf shirt and hat with the Pierce logo on it. The foundation could show a large employee participation which helped with donors, and employees were asked to wear their apparel in the neighborhood (e.g. when they went to the market or community events). The college also enlarged the parking decal

and required employees and students to display it in the back window of their car. This worked to be a small “billboard” on every car.

All of these suggestions are not intended to be an exhaustive list, but rather a sampling of the types of activities that could be incorporated into a comprehensive marketing plan that will help MPC restore a portion of the FTES that has been lost. Also, many of the examples relate to Pierce because of one consultant’s experiences. There are many other great ideas by other colleges, but the Pierce examples were included because of their effectiveness (the college increased enrollment by over 50 percent in less than three years.) and because they were only intended as examples.

CONCLUSION

The report represents the independent judgment of the CBT consultants on the best ways to resolve the issues facing MPC. However, success will only come from the whole college working together to decide which recommendations to implement and to develop a plan for that implementation. At a minimum the plan needs to contain the following elements.

- How to increase FTES and unrestricted general fund revenues.
- How to decrease on-going expenditures.
- How to solve known problems (e.g. installation of a new ERP system).
- How to improve student success at the same time as the college solves the aforementioned challenges by
 - bolstering the core missions of the college and
 - meeting student instructional needs through an improved enrollment management system.
- Developing a meaningful and functional decision-making system and an integrated college plan.

If this effort fails, the college needs to be prepared to deal with the consequences which could include being placed on show cause by the accrediting commission, possible insolvency and collective bargaining negotiations at impasse. Equally important is the recognition that if the plan discussed above cannot be accomplished, the college may need to be redefined as a college of 6,500 FTES which operates within its defined financial constraints. Such a redefinition may necessitate dramatic changes that are well beyond the recommendations of this report.

APPENDICES

Data Requirements

MONTEREY PENINSULA COLLEGE

DATA NEEDS FOR CBT PROJECT

1. Policies, Processes and Procedures
 - a. All necessary materials appear to be available on the website but they are password protected.
 - b. Please provide password access.
2. Finance
 - a. The last two audit reports.
 - b. The last two district prepared budgets (not the 311 report but the budget for local consumption).
 - c. Any ad hoc or regular district prepared financial analyses and any analysis reports on district FTES.
 - d. A listing of release time with purpose for the release and the equivalent load of the release.
 - e. All union contracts.
 - f. All recent accreditation reports and commission responses.
 - g. Actuarial information on long term general fund debt (OPEB, self insurance, COPS)
 - h. Organization charts.
 - i. Identification of any off-site centers or programs including FTES generated at the sites and the costs of operating the sites.
 - j. Identification of any general fund match for categorical programs beyond that which is required.
3. Strategic Enrollment Management
 - a. Internal data
 - i. College application yield rate.
 - ii. Current recruitment tools and related results data.
 - iii. Course and section enrollments for the last three years.
 - iv. Retention data.
 - v. Persistence data.
 - vi. Unused capacity analysis.
 - vii. Site utilization comparisons.
 - viii. FTES per semester for the last 3 years.
 - ix. Cost per FTES (at least instructional).
 - x. WSCH/FTEF calculations and/or other productivity/efficiency measures used.
 - xi. Faculty Contact Hour allocations (by semester).
 - xii. FTES/Faculty Contact Hour ratio.
 - xiii. Course and section fill rates.
 - xiv. Examples of currently used enrollment management tools (e.g. High Enrollment/Low Enrollment Courses).
 - xv. Courses with largest enrollments.
 - xvi. Courses with enrollments below 35.
 - xvii. Added and cancelled course sections.

- b. External data
 - i. Definition of service areas.
 - ii. High school graduation projections within the service areas.
 - iii. Net inflow and outflow from the service area to competitor institutions.
 - iv. Description of competitors in terms of their competitive advantages.
 - v. Labor study that matches employment projections to college programs and shows gaps as well as surplus.
 - vi. All relevant demographic projections for the service areas.
 - vii. Economic development plans for the service areas.
 - viii. Adult higher education participation rates by zip code.
- c. Questions to be answered
 - i. Is there a block schedule matrix and what rules are followed in its use?
 - ii. Is the scheduling balanced in terms of days of the week?
 - 1. Are Fridays utilized?
 - iii. How is maximum class size determined?
 - iv. Are classrooms assigned to specific departments?
 - v. Are wait lists used and if so, are there any problems with them?
 - vi. What is the term length multiplier?
 - vii. What is the state FTES cap and is the college target different from the cap?
 - viii. Who is involved in the preparation of the 320 report?
 - ix. Last year, did you borrow FTES from the current year?
 - x. How are the annual FTES and FTEF plans determined and monitored?
 - 1. Are there 2-year department plans?
 - xi. What issues are the being faced by the college?
 - 1. Contracts
 - 2. Compliance
 - 3. Audit
 - 4. Cultural
 - 5. Data accuracy
 - 6. Other

MONTEREY PENINSULA COLLEGE

PROJECT SPECIFICS

College Council, February 9, 2016

- In spite of a generous contract, there are only so many issues that can be tackled in this project. Here is a sampling of our current plans.
- General concerns
 - Is 6,500 FTES the realistic (or even optimistic) projected FTES for MPC for the foreseeable future?
 - MPC continues to operate with a structural deficit that is offset by one-time state funds. How can that situation be corrected?
 - MPC is operating with an unsupported ERP system (Santa Rosa) and the college is not producing reliable quality data.
 - How can college processes be improved to increase transparency, timeliness, efficiency, accountability and delineation of function?
- Policies, processes and procedures
 - Work with the college to ensure that the integrated planning process meets ACCJC standards for a collaborative, transparent process.
 - Work with the college to ensure that the decision-making and governance processes meet ACCJC standards for a collaborative, transparent process.
 - Work with the college to help clarify roles, responsibility and reporting structure of administrative, faculty and staff positions in critical processes.
 - This work plan relies on collaboration with first-review teams. In our strategy of how to complete these tasks by the end of spring semester, a first-review team is a group of 5 to 10 individuals most likely to have information and experience with a specific topic or issue. For example, the decision-making/governance first-review team might include these members:
 - Interim VP, Student Services
 - VP, Academic Affairs
 - Current Academic Senate President
 - In-coming Academic Senate President
 - Co-chairs of College Council
 - The purposes of the first-review teams are (1) to provide us with a core group of those most likely to have key information about a particular issue and (2) a group to represent and advocate for the resulting work products in subsequent on-campus meetings, such as Academic Senate and College Council.
- Strategic enrollment management
 - Work with the college to identify and improve instructional inefficiencies and eliminate any inappropriate instructional practices.
 - Provide training in enrollment planning and schedule development.
 - Work with the college to implement changes in current instructional practices, including:

- Implementing an enrollment management system
 - Creating a block scheduling plan
 - Creating two-year program plans
 - Meeting legal and compliance requirements
 - Developing FTEF allotments and FTES targets
 - Creating a schedule development process with rules of scheduling
 - Reviewing class cancellation policies and processes
 - Identifying strategies to analyze program offerings
- Finance
 - Work with the college to develop strategies for dealing with the structural deficit other than using one-time funds from the state.
 - Develop fiscal planning and monitoring tools
 - 3 year budget planning and modeling worksheet
 - A sample budget narrative that provides an easy-to-read format and fosters confidence in the data
 - A current year revenue/expenditure projection modeling tool
 - A 3-year FTES modeling spreadsheet
 - Suggestions on gaining state acceptance for modifications in the FON
 - Recommendations on changing the ERP system from the Santa Rosa system to one of the other more up-to-date systems.
 - Recommendations on modifications to OPEB
 - Determine appropriate comparisons with other comparable districts
- Funded FTES
 - Conduct a dialog on the enrollment decline at MPC and the impact of the various strategies used to help fill portions of the gap.
 - Realistic future projections of funded FTES
 - Possible additional sources of decline
 - Possible strategies to maintain current enrollment
 - Impact and critical decisions for operating the college at its current size for the foreseeable future.
- Action items
 - What changes need to be made in our work plan?
 - Determine composition of first review teams for work on decision-making/governance process and integrated planning process.
 - Which 2 days between February 22 and 26 work best for MPC to start work?
 - Determine how to proceed with the comparison with comparable districts?
 - Do you need our help updating board policies and administrative procedures?

Resource Guide to Institutional Decision Making

**Resource Guide to
Institutional Decision Making at MPC**

Monterey Peninsula College

DRAFT READY FOR FINAL REVIEW: May 12, 2016

Monterey Campus
980 Fremont Street
Monterey, CA 93940

Public Safety Training Center
2642 Colonel Durham Street
Seaside, CA 93955

Education Center at Marina
289 12th Street
Marina, CA 93933

Mission Statement

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

Values Statement

To attain the mission of the college and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:

- Cultivate collaboration to promote student success
- Recruit and retain highly qualified faculty and staff
- Provide students and staff with clean, accessible, attractive, and safe facilities
- Provide equipment and training sufficient to support student learning and achievement

RESOURCE GUIDE TO INSTITUTIONAL DECISION MAKING AT MPC 2016

INTRODUCTION

- Purposes of this Resource Guide
- Importance of Collaboration in Making Institutional Decisions
- Evaluation of the *Resource Guide to Institutional Decision Making at MPC 2016*

ROLES OF MPC GROUPS IN INSTITUTIONAL DECISION MAKING

- Those with Responsibility for Making Final Decisions
 - Board of Trustees
 - Superintendent/President
- Those with Responsibility for Developing Recommendations
 - Administrators/Managers
 - Faculty
 - Staff
 - Students

NORMS FOR COLLABORATION IN INSTITUTIONAL DECISION MAKING

TYPES OF TASKS IN INSTITUTIONAL DECISION MAKING

- Governance Tasks
- Operational Tasks

MPC GOVERNANCE GROUPS

- Academic Senate
 - Academic Senate Subcommittees
 - Academic Senate Executive Board
 - Committee on Committees
 - Equivalency Committee
 - Flex Day Committee
- Curriculum Advisory Committee

MPC OPERATIONAL GROUPS

- College-wide Committees
 - Meet Regularly
 - Basic Skills Committee
 - Budget Committee
 - Equal Employment Opportunity Committee
 - Facilities Committee
 - Institutional Committee on Distance Education
 - Learning Assessment Committee
 - Planning and Institutional Effectiveness Committee
 - Safety and Emergency Preparedness Committee
 - Student Success Committee
 - Technology Committee

- Convened as Needed
 - o Academic Council
 - o Calendar Committee
 - o Equal Employment Opportunity Advisory Committee
 - o Graduation Committee
 - o Health and Welfare Cost Containment Committee
 - o Professional Recognition Board
 - o Student Discipline Committee
 - o Student Grievance Committee

- Administrative Unit Groups
 - Advisory Groups
 - o President's Advisory Group
 - o Academic Affairs Advisory Group
 - o Administrative Services Advisory Group
 - o Student Services Advisory Group
 - Staff Meetings
 - o President's Cabinet
 - o Academic Affairs Council
 - o Administrative Services Council
 - o Student Services Council

APPENDIX A: EXAMPLE OF ACTION MINUTES

APPENDIX B: GLOSSARY FOR *RESOURCE GUIDE TO INSTITUTIONAL DECISION-MAKING AT MPC 2016*

INTRODUCTION

Purpose of this Resource Guide

This resource guide documents the practices for institutional decision-making at Monterey Peninsula College (MPC) and has been developed to improve College-wide communication and trust. By documenting institutional decision-making practices, this resource guide promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the institution's continuous quality improvement.

Importance of Collaboration in Making Institutional Decisions

The decision-making processes described in this resource guide reflect the mechanisms by which MPC ensures that the voices of the constituent groups are heard in making decisions. The constituent groups are MPC faculty, staff, administration, and students.

Since each constituent group has specific responsibilities within the College, each group has a specific role in decision-making; the constituent groups' roles differ from one another. Collaboration on institutional decisions requires that the members of all constituent groups understand and respect the roles and responsibilities assigned to each group.

Constituent groups contribute their perspectives and voices to institutional decision-making by making recommendations to those who have the responsibility for making final institutional decisions: the Superintendent/President and the Board of Trustees. This document describes the processes that constituent groups use to develop recommendations that are forwarded to the Superintendent/President and/or Board.

Evaluation of the *Resource Guide to Institutional Decision Making at MPC 2016*

The *Resource Guide to Institutional Decision Making at MPC 2016* is reviewed and updated annually to maintain credibility as a valuable resource by reflecting minor changes, such as in descriptions, timelines, or processes. A small task force appointed by the Superintendent/President is charged with the responsibility for making annual updates to this document. This task force will include at least these three members: Academic Senate President or designee, CSEA President or designee, and the co-chair of the President's Advisory Group.

In addition to an annual review for minor revisions, the Planning and Institutional Effectiveness Committee evaluates the processes described in this resource guide every three years. This assessment occurs as part of MPC's assessment of its planning processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of the *MPC 2016 Integrated Planning Handbook*.

This every-third-year assessment includes gathering College-wide input and preparing an assessment report that is submitted to the Superintendent/President and his/her President's Advisory Group and the Academic Senate. Both groups review the assessment report and recommends revisions to institutional decision-making processes as warranted by that assessment. The Planning and Institutional Effectiveness Committee ensures that the *Resource Guide to Institutional Decision Making at MPC 2016* is updated to reflect changes approved by the Superintendent/President.

Through these two processes, one on an annual basis and one every three years, this resource guide is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of MPC's cycle of continuous quality improvement.

Roles of MPC Groups in Institutional Decision Making

The roles in making decisions that is described below are derived from the California Code of Regulations, the MPC Board Policies, and MPC practices, procedures and job descriptions.

Those with Responsibility for Making Final Decisions: Board of Trustees and Superintendent/President

Board of Trustees

The Board of Trustees has responsibility for making final legal, fiduciary, and Board Policy decisions for the District and the College. The source of authority for these responsibilities is California State Education Code 70902 and the responsibilities are affirmed in ACCJC Standard IV.C.1. and *Board Policy 1007: Specific Duties and Responsibilities of the Governing Board*, which includes the following specific duties.

1. Select, appoint, and evaluate the Superintendent/President, and exercise oversight and supervision of the Superintendent/President, and take steps to ensure the Superintendent/President is accountable to the Board and institution
2. Determine the broad general policies, which will govern the operation of the College and the District and review them periodically
3. Act on recommendations of the Superintendent/President
4. Review and adopt the annual budget
5. Approve the expenditure of all funds
6. Assure the financial solvency of the District
7. Act on recommendations of the Superintendent/President regarding the appointment or dismissal and assignment of all faculty and staff members
8. Function as the legislative and policy-making body charged with the oversight and control of the College, leaving the executive function to the Superintendent/President
9. Approve and evaluate the educational program of the College with the Superintendent/President and other appropriate personnel
10. Participate in the development of educational policies with local, regional, state, and national agencies
11. Ensure proper accounting of all funds under the supervision of the Board
12. Provide for the annual audit of all funds under the supervision of the Board
13. Consider communications and requests from citizens or organizations on matters of policy and administration
14. Consult with the Board President prior to recommending Board meeting agenda items as provided in Governing Board Policy 1021

An additional responsibility of the Board of Trustees is to prescribe the duties to be performed by all employees who provide service within the District. (California Education Code 72400) **The Board delegates their responsibility for the overall quality of the institution and operational decisions to the Superintendent/President. The source of authority for the Superintendent/President to make**

final decisions related to institutional quality and operational issues is *Board Policy 1050 Executive Officer of the Governing Board*, which is restated in ACCJC Accreditation Standard IV.B.

the Board receives and considers recommendations from the Academic Senate for the 10+1 academic and professional matters assigned to the Academic Senate in state regulations (California Code of Regulations, Title 5 § 53200) and affirmed in *Board Policy 2000 Organization of the College* and *Board Policy 2005 Academic Senate*.

MPC is a single-college district and the citizens of the Monterey Peninsula College District elect the members of MPC's Board of Trustees. The Board of Trustees consists of five locally elected Trustees who represent and must reside in the trustee area they represent. Trustees are elected by the qualified voters in the District to serve four-year terms. The Trustee areas are described in *Board Policy 1005: Composition and Authority of the Governing Board*.

A student trustee is elected annually as part of the Associated Students of MPC elections. The Student Trustee has the same responsibilities as all Trustees to represent the interests of the entire community. In addition, he/she provides a student perspective on the issues facing the Board. The Student Trustee receives all materials sent to other members of the Board except those pertaining to closed session matters; attends all open session board meetings; asks questions; participates in discussions; and casts an advisory, nonbinding vote on the matters that come before the Board.

Superintendent/President

The MPC Superintendent/President serves as the Superintendent of the Monterey Peninsula Community College District and the President of Monterey Peninsula College. These roles are defined in California Education Code 70902(d) and 72400 and affirmed in ACCJC accreditation standards IV.B. and IV.C.12. and *Board Policy 1050: Executive Officer of the Governing Board*.

The Superintendent/President is the sole employee of the Board and is responsible directly to the Board. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to the office by the Board and shall be specifically responsible to the Board for the execution of such delegated powers and duties.

Those with Responsibility for Developing Recommendations: Administrators/Managers, Faculty, Staff, Students

Administrators/Managers

The role of administrators/managers in developing recommendations at MPC is determined by the scope of responsibility and authority delegated to them by the Superintendent/President (*Board Policy 5525 Administrative Organization*). The responsibilities and authority assigned to each administrative and managerial position are described in the job descriptions for these positions.

Departments and service areas at MPC are grouped into one of four administrative units based on whether the primary role of that unit is academic, administrative services, student support services, or under the auspices of the Superintendent/President's Office. A senior-level administrator leads administrative unit, supported by a team of deans, directors and/or managers.

Drawn from typical job descriptions for administrative/managerial positions, the responsibilities of these positions related to developing recommendations include the following.

- Provide effective leadership and support in planning and accreditation
- Provide effective leadership and support for the college's participatory governance processes
- Implement and evaluate district objectives related to their area of supervision
- Adhere to legal and ethical standards as well as policies established by the Board of Trustees
- Oversee the effective use of institutional resources
- Make contributions to the development and improvement of all district functions
- Implement best practices and courses of action
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness
- Make improvements and promote quality and responsiveness in district operations

Faculty

The role of full-time and adjunct faculty members in developing recommendations on academic and professional matters at MPC is defined in Title 5 of the California Code of Regulations § 53200, *Board Policy 2000 Organization of the College* and *Board Policy 2005 Academic Senate*.

Following the state regulations, the Board recognizes the MPC Academic Senate as the voice of the faculty on the following academic and professional matters. (*Board Policy 2010 Shared Governance*)

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. Governance structure as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed by the Board of Trustees and the Academic Senate.

The MPC Teachers Association represents the faculty on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2000 Organization of the College*.

Staff

The role of full- and part-time classified staff members in developing recommendations at MPC is defined in California Code of Regulations Title 5 §51023.5. In summary, this regulation states that:

- The Board will inform staff of all policies and procedures being developed, invite participation, and provide opportunities for staff to express their views;
- **Staff will be provided with opportunities to participate in the formulation and development of policies and procedures that have or will have a significant impact on them; and**
- **The Board will give every reasonable consideration to the recommendations and opinions of staff on matters that have or will have a significant impact on them.**

Classified staff participate in developing recommendations through committee service as well as by contributing to the institutional dialogue within their units.

The MPC Employees Association (MPCSEA) represents classified staff on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2000 Organization of the College*. **As part of this role, MPCSEA appoints classified staff as representatives to some committees.**

Employees who serve as classified managers, supervisors, and confidential staff join MPC administrators/managers in dialogue related to working conditions.

Students

The role of students in developing recommendations at MPC is defined in California Code of Regulations Title 5 §51023.7 and *Board Policy 2000 Organization of the College*. The specific matters identified as having a significant effect on students are identified as:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

In *Board Policy 2000 Organization of the College*, the Board recognizes the Associated Students of Monterey Peninsula College as the official voice for students. The Associated Students are given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. **This Board Policy confirms that the Board will give every reasonable consideration to recommendations and positions developed by students prior to action on matters that may have a significant impact on them.**

Norms for Collaboration in Institutional Decision Making

These norms or standards for institutional decision-making processes are intended to increase transparency and participation without detracting from efficiency and expediency in decision-making processes.

1. The first meeting in each fall is to include a review the group's charge and membership as well as an orientation in how to be an effective group member and representative for others.
2. All participants in MPC advisory groups and College-wide Committees agree to adopt an institution-wide perspective when developing recommendations.
3. All participants in MPC advisory groups and College-wide Committees agree that broad participation strengthens decision-making.
4. All participants in MPC advisory groups and College-wide Committees agree that the overall purpose of meetings is to create an environment in which all perspectives are heard collegially.
5. All College-wide Committees are co-chaired by an administrator and either a faculty member or a staff member. Where appropriate, committees will have tri-chairs.
6. The administrative co-chair of each College-wide Committee is responsible for providing administrative support staff to the Committee for the purposes of preparing agendas and minutes and is responsible for routing the Committee's work products to the appropriate next step.
7. All MPC meetings start and stop on time. A meeting time is extended only by agreement of all members at the meeting.
8. The first five minutes of each meeting is reserved for comments to the group or committee by members of the college community who are not members of the group or committee.
9. The last five minutes of each meeting is dedicated to summarizing the actions taken by the group including the assignment of tasks to be accomplished prior to the next meeting.
10. MPC groups whose work focuses on governance issues (Academic Senate and Curriculum Advisory Committee) conduct their meetings in compliance with the Brown Act. In addition, they may follow Robert's Rules of Order. Subcommittees of these governance groups are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.
11. MPC operational groups (College-wide Committee and Advisory Groups) are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order.

12. MPC Staff Meetings may or may not have agendas and minutes.
13. The agendas and minutes for all MPC meetings are action-based in that they are simply a record of topics discussed and agreements. See Appendix A for an example.
14. Minutes of MPC advisory groups and College-wide Committees are posted online within two weeks after the meeting.
15. If group members are to be asked to discuss a document in a meeting, every effort is made to distribute the document(s) to the group's members at least two days prior to the meeting. Exceptions are made for emergent issues.
16. College faculty, staff and administrators who agree to serve on MPC decision-making groups also agree to complete pre-meeting tasks, such as reading documents, in order to fully participate in the group's work.
17. College faculty, staff and administrators who agree to serve on MPC decision-making groups also agree to report the group's deliberations and recommendations to those in the college community that they represent.
18. Once the group reaches a final recommendation, committee members agree to honor that recommendation.
19. When a committee member is absent, he/she may send a substitute to ensure that the information is gathered and shared within the unit represented by the committee member.

Types of Tasks in Institutional Decision Making

Governance Tasks

Governance tasks involve developing recommendations on Board Policies and on the academic and professional matters defined in California Code of Regulations Title 5 § 53200 (10+1), such as developing and revising processes for program review and planning, drafting policies related to academic and professional matters such as a Program Discontinuance Policy, and recommending curricular additions and revisions.

The groups at MPC that are charged with governance tasks are Academic Senate and Curriculum Advisory Committee. Members in these governance groups are selected to represent specific units or areas within the college. Each member is responsible to bring information and perspectives from that unit or area into the governance group dialogue as well as to bring information and perspectives from the governance group back to the unit or area.

These two governance groups, the Academic Senate and Curriculum Advisory Committee, are required to conduct their meetings in compliance with the Brown Act. In addition, they may follow Robert's Rules of Order. Subcommittees of these governance groups are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.

Recommendations on Board Policies on matters other than academic and professional matters (10+1) are developed by the senior administrator of the administrative unit most appropriate to the content of that Board Policy. The Advisory Group for the specific administrative unit are generally asked by the senior administrator of that unit to provide feedback on such recommendations.

Operational Tasks

Operational tasks are everything the College does other than develop Board Policies. These tasks are focused on implementation of MPC's procedures and policies. The authority for performing operational tasks is derived from the Superintendent/President, who assign specific responsibilities to committees and/or to positions within the institution. Operational group members are assigned or appointed to College-wide Committees or Advisory Groups by virtue of their unique expertise or the position they hold within the College.

Operational groups are charged with the task of collaborating to implement Board Policies or any 10+1 processes approved by governance groups, such as program review and planning. Operational groups also develop and implement operational-level processes and policies, such as scheduling classes and evaluating planning outcomes.

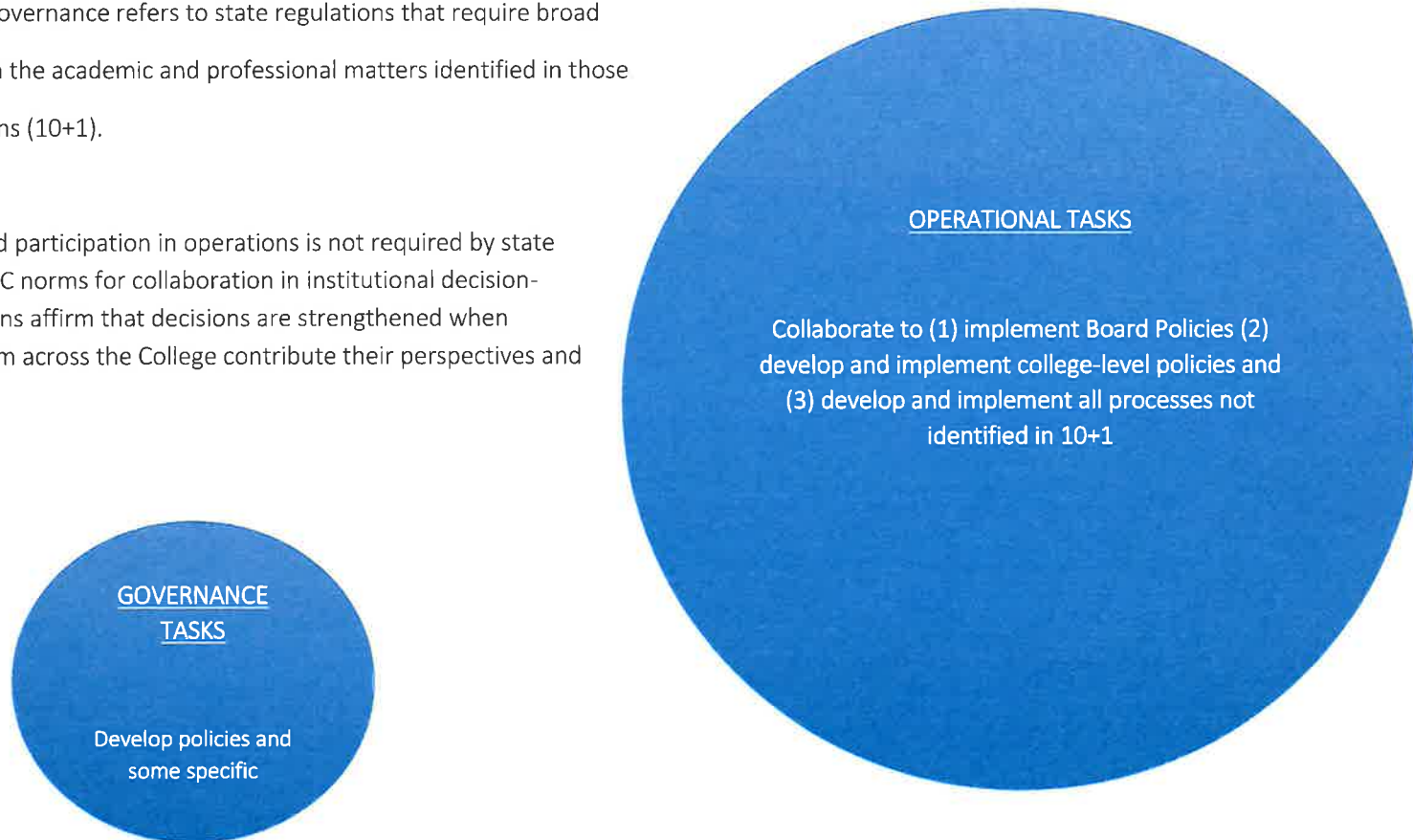
Operational groups are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order. However the Norms for Collaboration in Decision-Making in this document are designed to provide the same type of transparency and openness that was the genesis for the Brown Act without detracting from efficiency and expediency.

Governance and Operations in Institutional Decision-Making

Governance tasks consume a relatively small portion of the College's time and energy. College committees and administrators spend most of their time on operations, meaning they spend most of their time implementing, rather than developing, policies and processes.

Participatory governance refers to state regulations that require broad participation in the academic and professional matters identified in those state regulations (10+1).

Although broad participation in operations is not required by state regulation, MPC norms for collaboration in institutional decision-making decisions affirm that decisions are strengthened when employees from across the College contribute their perspectives and insights.*



** Related ACCJC Standard: IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and specific-purpose committees.*

MPC GOVERNANCE GROUPS

ACADEMIC SENATE

Charge

The Academic Senate is a governance and consultative body that represents full-time and part-time faculty. The charge of the MPC Academic Senate is to give the faculty a primary voice in the formation and implementation of MPC policies on academic and professional matters, which are identified as the following.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-studies
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate

Documented in *Board Policy 2010: Shared Governance*, the Board relies primarily upon the advice and judgment of the Academic Senate in decisions related to these academic and professional matters. To rely primarily upon the advice and judgment of the Academic Senate means that the Board will accept the recommendations of the Academic Senate except under exceptional circumstances and for compelling reasons. If a recommendation is not accepted, the Governing Board or its designee shall promptly communicate its reasons in writing to the Academic Senate.

Reports to

Board of Trustees and/or Superintendent/President contingent on the type of recommendation

Membership

The Academic Senate consists of full- and part-time faculty who are employed in positions that are not designated as supervisory or management. The voting members of the Academic Senate are one representative from each of the following divisions or areas.

- | | |
|----------------------------|----------------------------|
| 1. Business and Technology | 7. Nursing |
| 2. TRIO Programs | 8. Physical Education |
| 3. Creative Arts | 9. Physical Sciences |
| 4. Humanities | 10. Social Sciences |
| 5. Library | 11. Student Services |
| 6. Life Sciences | 12. Access Resource Center |

In addition there are four at-large seats elected by all full-time and part-time faculty to serve staggered three-year terms. At least one at-large seat is reserved for a part-time faculty member.

A student representative appointed by Associated Students of MPC serves on the Academic Senate as a non-voting member.

The Academic Senate provides faculty voices in academic and professional matters through Academic Senate Subcommittees or Standing Committees. See the table below for the alignment of academic and professional matters assigned to the Academic Senate in California Education Code Title 5 § 53200 and corresponding MPC groups assigned to those tasks.

Implementation of Title 5 Section 53200 at Monterey Peninsula College	
Academic and Professional Matters	Recommendations Developed by...
1. Curriculum 2. Degrees/Certificates 3. Grading Policies 4. Educational Program Development 5. Standards on Student Preparation and Success	Curriculum Advisory Committee
6. Faculty Roles in Governance 7. Faculty Roles in Accreditation 8. Policies for Faculty Professional Development	Academic Senate
9. Processes for Program Review	Academic Senate Planning and Institutional Effectiveness
10. Processes for Institutional Planning	Academic Senate Planning and Institutional Effectiveness

Academic Senate Subcommittees

The Academic Senate conducts its business in part through the efforts of the following subcommittees that report to the Academic Senate.

Academic Senate Subcommittees	Purpose	Membership
Academic Senate Executive Board	<ul style="list-style-type: none"> • Develop and approve the agenda for each Academic Senate meeting • Monitor progress on the tasks assigned to Academic Senate Subcommittees 	<ul style="list-style-type: none"> • MPC Academic Senate President • MPC Academic Senate Vice President • MPC Academic Senate Secretary • Committee on Committees Chair • Immediate past president of the MPC Academic Senate • MPC Academic Senate representative to the statewide Academic Senate
Committee on Committees	<ul style="list-style-type: none"> • Recommend new and replacement faculty appointments to committees to the Academic Senate, including task forces, to fulfill specific committee needs based on faculty members' interest, suitability, and availability 	<ul style="list-style-type: none"> • Chair elected by the MPC Academic Senate • 5 to 7 faculty members appointed by MPC Academic Senate, at least one of whom is an Academic Senate Senator
Equivalency Committee	<ul style="list-style-type: none"> • Review equivalency for faculty hires as requested by faculty hiring committees • Convened as needed; does not schedule regular meetings 	<ul style="list-style-type: none"> • MPC Academic Senate President • Four faculty members appointed by MPC Academic Senate • Resource: Representative of Human Resources
Flex Day Committee	<ul style="list-style-type: none"> • Coordinate content of Flex Day presentations • Select a keynote speaker • Develop and distribute Flex Day schedule 	<ul style="list-style-type: none"> • Five faculty appointed by the Academic Senate • One classified representative appointed by MPCSEA • Support staff from VP Academic Affairs office

CURRICULUM ADVISORY COMMITTEE

Charge

The Curriculum Advisory Committee is a governance and consultative body convened to:

- Ensure MPC compliance with state regulations related to curriculum;
- Review and recommend all proposed changes and additions to MPC curriculum (courses and programs);
- Review and recommend courses for inclusion in general education patterns; and
- Review and recommend graduation requirements.

Reports to

Board of Trustees and Superintendent/President

Membership

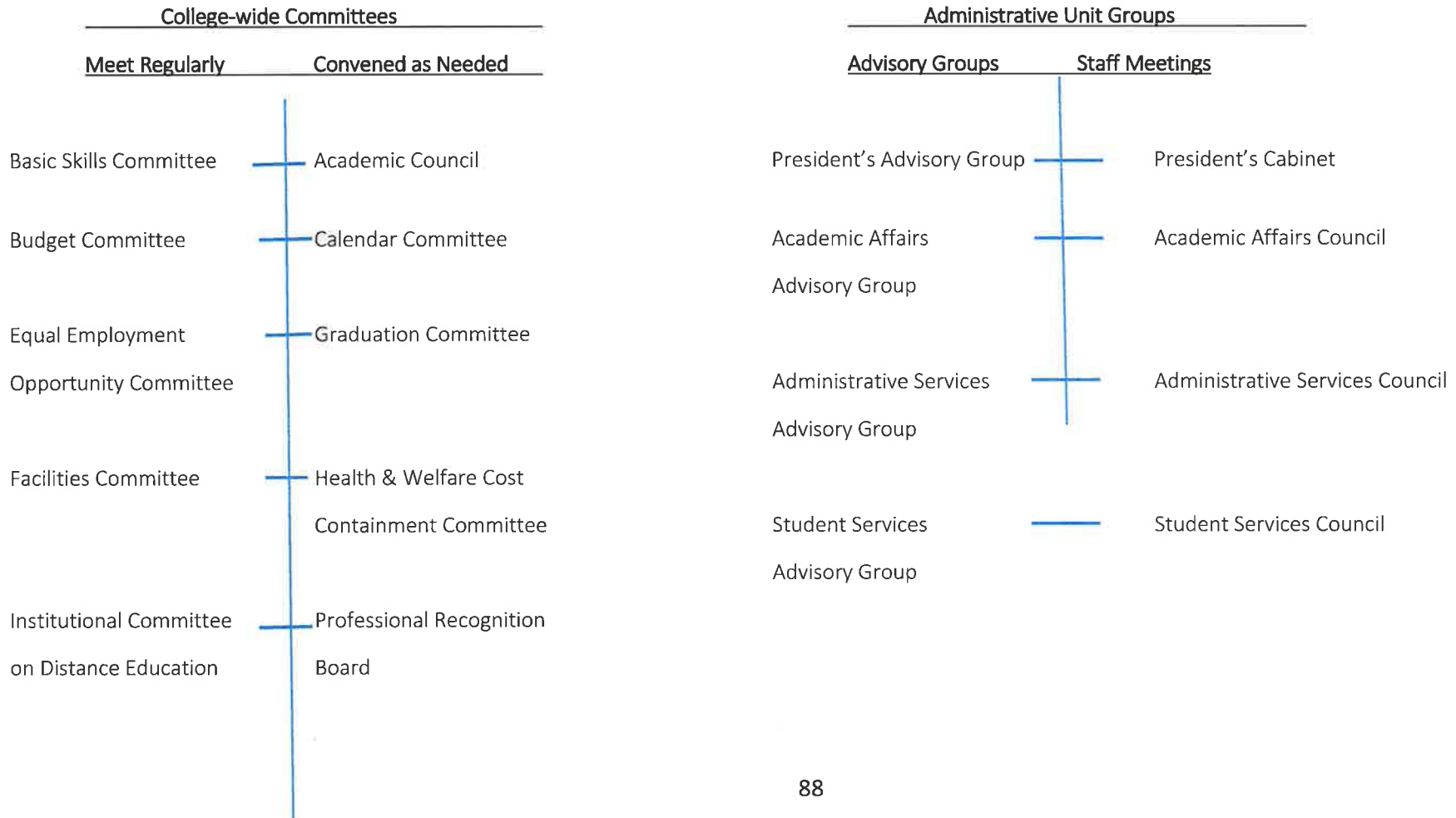
Curriculum Advisory Committee voting members are appointed as follows:

- One faculty member appointed by the Academic Senate
- Articulation Officer
- One faculty members representing each of the following areas:
 - Basic Skills
 - Counseling Faculty
 - Library
 - Business and Technology
 - Creative Arts
 - Access Resource Center
 - Humanities
 - Life Science
 - Nursing
 - Physical Education
 - Physical Science
 - Social Science
- One student appointed by Associated Students of Monterey Peninsula College
- Resource members:
 - VP Academic Affairs
 - All academic deans
 - Academic Technician
 - CurricUNET Specialist

The VP of Academic Affairs supports the Curriculum Advisory Committee by collaborating with the Committee to ensure that MPC is in compliance with state regulations on curriculum.

MPC OPERATIONAL GROUPS

Operational groups implement MPC’s operations, procedures, and policies. The authority for operational groups is derived from the Board of Trustees who delegates operational responsibilities to the Superintendent/President, who then assigns specific responsibilities to committees and to positions within the institution. There are two types of operational groups at MPC: College-wide Committees and Administrative Unit Groups.



Learning Assessment Comm — Student Discipline Committee

Planning and Institutional Effectiveness — Student Grievance Committee

Safety and Emergency Preparedness Committee —

Student Success Comm —

Technology Committee —

MPC OPERATIONAL GROUPS

Operational groups implement MPC’s operations, procedures, and policies. This implementation of policies or operations constitutes the majority of the College’s work. The authority to do these operational tasks of implementing policies and developing operational-level policies and procedures is derived from the Board of Trustees and the Superintendent/President, who assign specific responsibilities to committees and to positions within the institution. There are two types of operational groups at MPC: College-wide Committees and Administrative Unit Groups.

College-wide Committees

College-wide Committees are the vehicle for including the voices of constituent groups in institutional operations and activities of ongoing importance to the College’s continued growth and improvement.

College-wide Committees report their recommendations and reports of their work to the Academic Senate or one of the four advisory groups contingent on the type of work product.

Each College-wide Committee reviews its charge and membership annually and makes minor revisions as needed.

MPC College-wide Committees with Regular Meetings	Charge	Membership
Basic Skills Committee	<ul style="list-style-type: none"> • In concert with the appropriate campus stakeholders, evaluate the progress being made on the accomplishment of the objectives stated in the Basic Skills Initiative Action Plan and act as a resource for those implementing the planned actions • Conduct annual review of the Basic Skills Initiative Action Plan and Long-Term Goals and recommend amendments as deemed necessary • Inform the campus and local community about basic skills concepts, programs, resources, and practices • Integrate basic skills into the campus culture and college 	<ul style="list-style-type: none"> • Two administrators, one appointed by the VP Academic Affairs and one appointed by the VP Student Services • Three faculty who teach basic skills, one each from Writing, Reading, and Mathematics • One faculty representative of ESL • One faculty representative of the library

	<p>community</p> <ul style="list-style-type: none"> ● Enhance collaboration and communication between Student Services and Academic Affairs and among all programs and services related to basic skills ● Establish and sustain ongoing opportunities to enhance basic skills instructional and advising methods at all levels of the institution ● Collaborate with appropriate departments in surveying and implementing effective instructional practices ● Support plans and programs that facilitate transition to college ● Celebrate achievements and successes accomplished by students, faculty, staff, and programs in areas related to basic skills 	<ul style="list-style-type: none"> ● One representative from each of the following programs: <ul style="list-style-type: none"> – TRIO/EOPS/College Readiness – Academic Support Center – Supportive Services Reading – Supportive Services Writing ● Director of English and Study Skills Center ● Reading Center Coordinator ● Math Learning Center Coordinator ● Counseling Faculty ● Two faculty who teach transfer-level courses, at least one of whom teaches a CTE discipline
Budget Committee	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> ● VP Administrative Services ● VP Academic Affairs ● VP Student Services ● Two Deans, one Academic Affairs and one Student Services ● President of MPC Teachers’ Association ● One faculty appointed by the MPC Teachers’ Association ● President of MPCSEA ● One classified employee appointed by MPCSEA ● President of MPC Academic Senate ● One faculty appointed by MPC Academic Senate ● President of Associated Students of MPC ● One student appointed by Associated Students of MPC ● One representative appointed Managers, Supervisors, Confidentials ● Resource members: <ul style="list-style-type: none"> – Controller – Budget & Operations Analyst – Note taker

	<p>community about budget construction and process.</p> <ul style="list-style-type: none"> • Reviews the budget at Governor’s May revise, affirming revenue assumptions. 	
Equal Employment Opportunity Committee	<ul style="list-style-type: none"> • Develop and implement the MPC Equal Employment Opportunity Plan • Receive training in all of the following: <ul style="list-style-type: none"> – the requirements of Title 5, section 53003 and of state and federal nondiscrimination laws; – identification and elimination of bias in hiring; – the educational benefits of workforce diversity; and – the role of the advisory committee in carrying out the District's EEO plan 	<ul style="list-style-type: none"> • ?
Facilities Committee	<ul style="list-style-type: none"> • Develop a long range Facilities Plan driven by the Educational Facilities Master Plan Institutional Goals and Objectives and Advisory Group Component Goals • Review requests for facility changes (remodeling, new construction) • Prioritize and recommend minor capital improvement projects • Review and recommend Scheduled Maintenance Projects • Make recommendations on minor capital improvement projects and scheduled maintenance projects made after consultation with each of the Advisory Groups 	<ul style="list-style-type: none"> • VP Administrative Services, Chair • VP Academic Affairs • VP Student Services • Director of Facilities – • Five faculty members drawn from diverse departments appointed by MPC Academic Senate • One classified employee appointed by MPCSEA • One student appointed by Associated Students of MPC
Institutional Committee on Distance Education	<ul style="list-style-type: none"> • <i>Note: Webpage says this group reports to the administration of the MPC Online Center. That reporting makes it an advisory group to a specific department group rather than a college-wide committee. Note: 6th bullet assigns this group to “recommend” training; would it be more accurate to say “develop and implement training”</i> • Recommend procedures for new online course and program approvals in collaboration with the Curriculum Advisory Committee. • Recommend technical support policies and procedures for online instructor and students. • Identify both technical and academic needs and solutions for online learning success. • Review and assist in the development of distance education reports, proposals, policies, and procedures. 	<ul style="list-style-type: none"> • Associate Dean of Instructional Technology and Development, Chair • Faculty Coordinator of Distance Education • Faculty representing: CTE, Counseling, Liberal Arts, Library, and Sciences • Representative of Financial Aid • Representative of Information Technology Department • Online Instructional Technology Specialist • A student appointed by Associated Students of MPC

	<ul style="list-style-type: none"> • Review and recommend improvements to the MPC website to support online students. • Recommend professional development activities for both online faculty and students. • Assist in developing yearly objectives and follow-up report for the MPC Online Center to address in effort to continually improve distance education at Monterey Peninsula College. • Recommend the potential role, scope, and directions of online instruction at Monterey Peninsula College. 	<ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> - Institutional Researcher - Administrative Assistant
Learning Assessment Committee	<p>Professional Development</p> <ul style="list-style-type: none"> • Determine professional development needs involving the development and assessment of SLOs • Provide/organize professional development opportunities designed to address the development and assessment of SLOs • Develop a learning community around assessment and its benefits <p>Development of SLOs</p> <ul style="list-style-type: none"> • Develop/review/revise guidelines for the development of course, program, service area and Institutional SLOs <ul style="list-style-type: none"> - Examples include Blooms Taxonomy, assessability, relationship to objectives, etc - Content of SLOs will remain with discipline faculty or service area • Review course and program SLOs submitted during the curriculum development/review process to ensure quality according to guidelines developed by the committee • Review service area SLOs during their development/review process to ensure quality based on guidelines developed by the committee • Review institutional SLOs at appropriate times <p>Assessment of SLOs</p> <ul style="list-style-type: none"> • Collaborate with instructional and service areas to establish cycles of assessment for course, program, service area and institutional outcomes • Ensure observance of established assessment cycles • Develop/review/revise guidelines for appropriate assessment of course, program, service area and institutional SLOs 	<ul style="list-style-type: none"> • SLO Coordinator. Co-chair • Representative appointed by the Superintendent/ President, Co-chair • Four faculty appointed at least one from student services and at least one from instruction • VP or designee from Academic Affairs • VP or designee from Student Services • VP or designee from Administrative Services • Resource: Staff member to record minutes and track SLOs

	<ul style="list-style-type: none"> • Review course, program, service area and institutional SLO assessments submitted during the Reflections process to ensure quality according to guidelines developed by the committee • Collaborate with appropriate campus committees to ensure integration of assessment results into planning and resource allocation activities <p>Accreditation</p> <ul style="list-style-type: none"> • Organize and provide information for the SLO portions of the ACCJC annual reports 	
Planning and Institutional Effectiveness	<p>Planning</p> <ul style="list-style-type: none"> • Initiate and oversee activities related to integrated planning processes including the development, implementation, and evaluation of MPC model for integrated planning • Support and monitor the development of the master plans, the Institutional Action Plan, and the Institutional Action Plan Annual Evaluation Report <p>Assessment of Institutional Processes</p> <ul style="list-style-type: none"> • Evaluate MPC decision-making and planning processes every three years, prepare an assessment report, and revise the <i>Integrated Planning Manual</i> as needed • Annually review the <i>Integrated Planning Manual</i> for minor corrections and update as needed <p>Program Review</p> <ul style="list-style-type: none"> • Make recommendations to Academic Senate on the process and format for program review • Review all program reviews and provide feedback • Provide annual training on how to prepare effective program reviews 	<ul style="list-style-type: none"> • VPs of Academic Affairs, Administrative Services and Student Services or their designee • Accreditation Liaison Officer • Director of Institutional Research • Academic Senate President or designee • MPCSEA President or designee • A student appointed by Associated Students of MPC • Three faculty appointed by the Academic Senate, at least one from Student Services • Director of Student Success and Equity • Student Learning Outcome Coordinator or designee from the Learning Assessment Committee
Safety and Emergency Preparedness Committee	<ul style="list-style-type: none"> • Review safety and health procedures including the MPC Emergency Preparedness Plan • Monitor and facilitate feedback on unsafe conditions • Recommend improvements 	<ul style="list-style-type: none"> • Vice President for Administrative Services • Director of Facilities/Facilities Supervisor • MPC Nurse • Evening Campus Supervisor • Security

		<ul style="list-style-type: none"> • Director of the Children's Center • Human Resources Representative • 2 faculty appointed by the Academic Senate • 2 classified staff appointed by MPCSEA • 1 representative of Managers, Supervisors, Confidentials • 2 students appointed by Associated Students of MPC
Student Success Committee	<ul style="list-style-type: none"> • In concert with the appropriate campus stakeholders, evaluate the progress being made on the accomplishment of the objectives stated in the Student Success Plan and act as a resource for those implementing the planned actions • Conduct annual review of the Student Success Plan and Long-Term Goals and recommend amendments as deemed necessary • Inform the campus and local community about student success concepts, programs, resources, and practices • Integrate the practices that support student success into the campus culture and college community • Enhance collaboration and communication between Student Services and Academic Affairs and among all programs and services related to student success • Establish and sustain ongoing opportunities to enhance student success at all levels of the institution • Collaborate with appropriate departments in surveying and implementing effective instructional practices • Support plans and programs that facilitate student success • Celebrate achievements accomplished by students, faculty, staff, and programs in areas related to student success 	<ul style="list-style-type: none"> • Director, Student Success & Equity • Dean, Instruction • One faculty representative of the Mathematics Department appointed by Academic Senate • One faculty representative of the English Department appointed by Academic Senate • Counseling Department Chair • Director, Admissions and Records • Division Chair, Life Sciences • Director, Information Technology • Chair, English as a Second Language • EOPS Coordinator • Student Activities Coordinator • President of the Associated Students of MPC
Technology Committee	<ul style="list-style-type: none"> • Annually assess campus technology resources and needs • Create and annually update the College Technology Plan • Act as a recommending resource to the College Council regarding technology issues • Make recommendations regarding priorities for the 	<ul style="list-style-type: none"> • Director of Information Services, Chair • Eight representatives from one or more these areas: <ul style="list-style-type: none"> – Distance learning

	<p>acquisition of technology, hardware and software, during budget development and review processes. Such recommendations could include priorities for support staff, training and access to computer resources and laboratories</p> <ul style="list-style-type: none"> • Recommend specifications and standards for the purchase, placement, operation, repair and replacement of technology resources as part of the Institutional Action Plan process, grants, renovation and building projects and technology refreshment • Review and make recommendations on the design and use of facilities and related technology resources • Develop and recommend campus policy regarding use and control of technology resources 	<p>technology</p> <ul style="list-style-type: none"> – Open computer labs – Alternative platforms and mobile computing – Adaptive technology for students with disabilities – Classroom instructional technology – Library – Specialized computer instruction – Staff use of technology – Institutional technology – Website technology • 3 faculty appointed by Academic Senate • 3 classified employee appointed by MPCSEA • One student appointed by Associated Students of MPC • One member-at-large appointed by the committee
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The following College-wide Committees are convened as needed to address specific issues or complete specific tasks. The purpose of each of these College-wide Committees is identified in the title of the group.

- Academic Council
- Calendar Committee
- Graduation Committee
- Health and Welfare Cost Containment Committee
- Professional Recognition Board
- Student Discipline Committee
- Student Grievance Committee

The second type of operational groups is Administrative Unit Groups. The first of these is the advisory groups for each of the College’s four administrative units. Administrators/managers have the authority to implement Board Policies and develop processes and procedures by virtue of the assignment of responsibilities through their job descriptions. College employees other than those identified in this section may be invited to attend meetings to share information or expertise as needed.

Advisory Groups	Charge	Membership
President’s Advisory Group	<ul style="list-style-type: none"> • At the discretion of the Superintendent/President, make recommendations on issues of College-wide importance, such as Institutional Goals and Institutional Objectives, Board policies, and administrative procedures • At the discretion of the Superintendent/President, collaborate on solutions to operational challenges • Initiate a review of the College mission every six years (2020, 2026, and every six years thereafter) 	<ul style="list-style-type: none"> • Three Vice Presidents (Academic Affairs, Administrative Services, Student Services) • Two students appointed by Associated Students of MPC • Four classified employees appointed by MPCSEA • Academic Senate President • One representative appointed by MPC Teachers’ Association • Five faculty appointed by MPC Academic Senate, each representing a different College-wide Committee • Two representatives appointed by the management team (one Manager/Supervisor and one Dean)
Academic Affairs Advisory Group	<ul style="list-style-type: none"> • Implement procedures related to Academic Affairs • Advise the VP Academic Affairs on matters related to the implementation of policies, procedures and day-to-day operations 	<ul style="list-style-type: none"> • VP Academic Affairs, Chair • All Division Chairs • Dean of Instructional Planning

	<ul style="list-style-type: none"> • Collaborate on solutions to operational challenges related to Academic Affairs • Make recommendations to the Superintendent/President on Board Policy, planning and resource allocation related to Academic Affairs • Review and prioritize faculty positions • Develop priorities for instructional equipment 	<ul style="list-style-type: none"> • Two Deans of Instruction • Director of Nursing • One representative of Student Services instructional faculty • Director of Information Services • Director of Public Safety Training Center • One student appointed by Associated Students of MPC • One classified employee appointed by MPCSEA • One representative appointed by Managers, Supervisors, Confidentials
Administrative Services Advisory Groups	<ul style="list-style-type: none"> • Make recommendations on policies and procedures in Administrative Services • Review and recommend on those of other areas as appropriate (<i>Not sure what this means</i>) • Review and make recommendations on matters relating to the Health & Safety Committee (<i>? Isn't this covered in the first bullet?</i>) • Write operating procedures, setting terms, posting agendas and publishing minutes (notes) ? • Organize and present open forums as needed • Communicate with the groups on current issues being reviewed as needed <i>The first bullet points are on MyMPC; here are bullet points for your consideration.</i> • Implement procedures related to Administrative Services • Advise the VP Administrative Services on matters related to the implementation of policies, procedures and day-to-day operations • Share operational challenges and solutions 	<ul style="list-style-type: none"> • VP Administrative Services • One faculty representative appointed by Academic Senate • One faculty representative appointed by MPC CTA • Two representatives of Managers, Supervisors, Confidentials, one from Technology and one from Information Systems ? • One classified employee appointed by MPCSEA • Purchasing Coordinator • Budget and Operations Analyst • Two Facilities Supervisors (correct title?) • Fiscal Services Controller • Director of Security • One
Student Services Advisory Group	<ul style="list-style-type: none"> • Implement procedures related to Student Services • Advise the VP Student Services on matters related to the implementation of policies, procedures and day- 	<ul style="list-style-type: none"> • VP Student Services • One faculty appointed by Academic Senate

<p>to-day operations</p> <ul style="list-style-type: none"> • Collaborate on solutions to operational challenges related to Student Services • Make recommendations to the Superintendent/President on Board Policies, planning and resource allocation related to Student Services • Review and prioritize faculty positions (? is this accurate?) • Develop priorities for instructional equipment 	<ul style="list-style-type: none"> • One classified appointed by MPCSEA • One student appointed by Associated Students of MPC • One representative of the Library Technology Center • Departmental lead or designee from each of the following: <ul style="list-style-type: none"> - Access Resource Center - Admissions and Records - Athletics - Child Development Center - Counseling - EOPS/CARE - International Students Program - Job Center - Student Activities - Student Financial Services - Student Health Services - Student Success Support Program - TRIO - Veterans
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The second type of Administrative Unit Groups is Staff Meetings. The purpose of staff meetings at the administrative level is the same as department or division meetings: To create a venue for communication among its membership about issues of common interest.

Administrative Unit	Staff Meeting	Members
Superintendent/President	President's Cabinet <i>(formerly President/Vice President or PVP)</i>	<ul style="list-style-type: none"> • Superintendent/President • VP Academic Affairs • VP Administrative Services • VP Student Services • Associate Dean of Human Resources
Academic Affairs	Academic Affairs Council	<ul style="list-style-type: none"> • VP Academic Affairs • All academic Deans
Administrative Services	Administrative Services Council	<ul style="list-style-type: none"> • VP Administrative Services • ?
Student Services	Student Services Council <i>(formerly Coordinators/Managers or CoMa)</i>	<ul style="list-style-type: none"> • VP Student Services • All Student Services Coordinators and Managers

APPENDIX A: Example of Action Minutes

<insert example here>

APPENDIX B: Glossary for *Resource Guide to Institutional Decision-making at MPC 2016*

Administrative unit

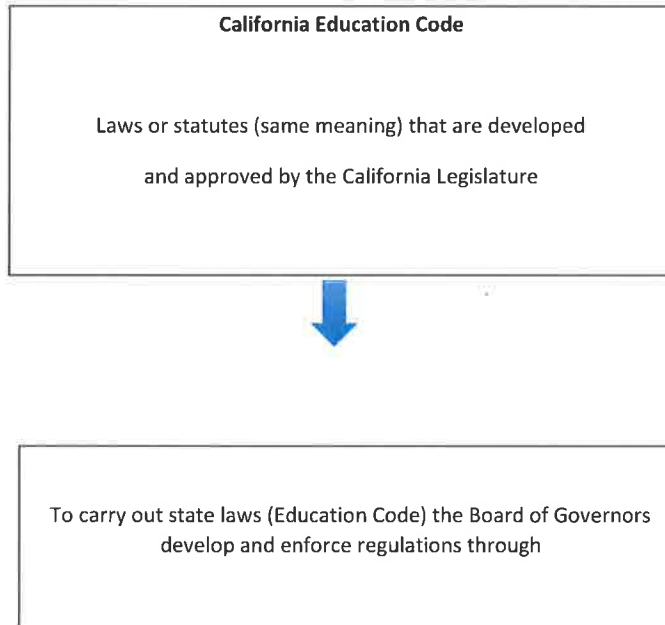
MPC has divided responsibilities and personnel into four administrative units based on the primary focus of the work in each unit: Academic Affairs, Administrative Services, Superintendent/President's Office, and Student Services.

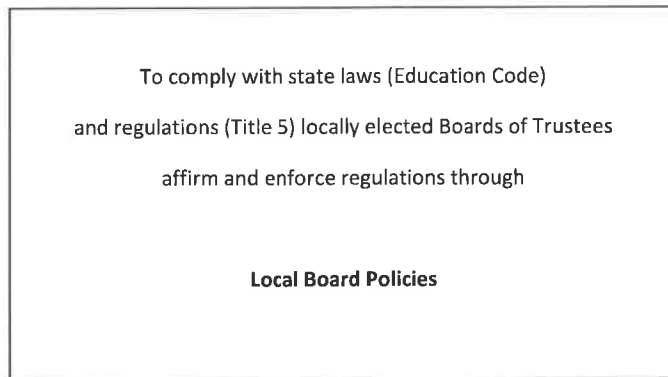
By-laws

MPC by-laws are rules developed by governance groups to regulate its affairs and members. Operational groups (College-wide Committees and Advisory Groups) follow the norms contained in this *Resource Guide* and do not develop by-laws.

Board Policy

A Board Policy is any standard, statement, or procedure of general applicability adopted by the Board of Trustees pursuant to authority delegated by law or the Board of Governors.





Charge

The Board of Trustees delegates College operations to the Superintendent/President. To accomplish these varied tasks, the Superintendent/President assigns or charges MPC College-wide Committees and Advisory Groups with specific tasks.

College Policies

In contrast to Board Policies, College policies are developed at the College to provide guidelines or operational procedures for the purposes of internal consistency. Examples of local college-level policies are the Library's Collection Policy and the Campus Non-smoking Policy,

Consensus

Consensus refers to the group's general agreement about a recommendation or decision. Consensus does not require agreement by all members of the group, but rather refers to agreement or understanding shared by the majority of the group's members.

Constituent groups

Constituent means a part of the whole. The term is often used in politics to refer to the larger group that leaders are elected or chosen to represent. MPC's constituent groups are faculty, staff, administration/managers, and students.

Governance

Governance tasks involve developing recommendations on Board Policies and on the academic and professional matters defined in California Code of Regulations Title 5 § 53200 (10+1), such as developing and recommending to the College processes for program review and planning, drafting policies related to academic and professional matters such as a Program Discontinuance Policy, and recommending curricular additions and revisions. The groups at MPC that are charged with governance tasks are Academic Senate and Curriculum Advisory Committee.

Recommendations on Board Policies on matters other than academic and professional matters (10+1) are developed by the senior administrator of the administrative unit most appropriate to the content of that Board Policy. The Advisory Group for the specific administrative unit are generally asked by the senior administrator of that unit to provide feedback on such recommendations.

Operations

Operational tasks are focused on implementation of MPC's procedures and policies. The authority for performing operational tasks is derived from the Board of Trustees and the Superintendent/President, who assign specific responsibilities to committees and to positions within the institution through job descriptions.

Operational groups are charged with the task of collaborating to implement Board Policies or any 10+1 processes approved by governance groups, such as program review and planning. Operational groups also develop and implement operational-level processes, such as scheduling classes and evaluating planning outcomes.

Reasonable consideration

In the context of community college decision-making, the term "reasonable consideration" describes the responsibility of local Boards of Trustees to include the opinions of faculty, staff and students as one of the factors in their decision-making.

California Education Code 70902 (b)(7)

(b) ...the governing board of each community college district shall do all of the following:

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students with the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Integrated Planning Handbook

Monterey Peninsula College
Integrated Planning Handbook

Draft: May 13, 2016

Monterey Campus
980 Fremont Street
Monterey, CA 93940

Public Safety Training Center
2642 Colonel Durham Street
Seaside, CA 93955

Education Center at Marina
289 12th Street
Marina, CA 93933

Mission Statement

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

Values Statement

To attain the mission of the college and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:

- Cultivate collaboration o promote student success
- Recruit and retain highly qualified faculty and staff
- Provide students and staff with clean, accessible, attractive, and safe facilities
- Provide equipment and training sufficient to support student learning and achievement

MONTEREY PENINSULA COLLEGE
INTEGRATED PLANNING HANDBOOK 2016

INTRODUCTION

- Overview of MPC Planning
- Overview of this Handbook
- Purpose of this Handbook

MPC 2016 INTEGRATED PLANNING MODEL

MISSION STATEMENT

EDUCATIONAL MASTER PLAN

INSTITUTIONAL ACTION PLAN

PROGRAM REVIEW

RESOURCE ALLOCATION

PLAN IMPLEMENTATION

ASSESSMENT OF PLAN OUTCOME

ANNUAL REPORT (ANNUAL UPDATE?)

INTRODUCTION

Overview of MPC Planning

Monterey Peninsula College's (MPC's) systematic planning processes are designed to lead to continuous quality improvement college-wide.

MPC developed an integrated planning model to comply with the definition of integrated planning described in this accreditation standard:

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources.

Integrated planning activities at MPC follow both a long-term and short-term cycle: a six-year cycle of strategic planning and an annual cycle of unit-level planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the Institutional Goals that are designed to lead to the achievement of MPC's institutional mission.

Long-term planning at MPC follows a six-year cycle of mission review and strategic planning. The multi-year cycle is designed to be a College-wide program review, parallel to the program review cycle followed by the College's individual divisions and service areas. Short-term planning and resource allocation follows an annual cycle that includes development of the budget for the upcoming fiscal year and implementation of short-term unit and Institutional Objectives.

Overview of this Handbook

This manual begins with a brief description of the MPC model of integrated planning followed by a detailed description of each component in the planning model. The page on each component in the planning cycle includes:

- Purpose of each component;
- Processes by which MPC implements each component;

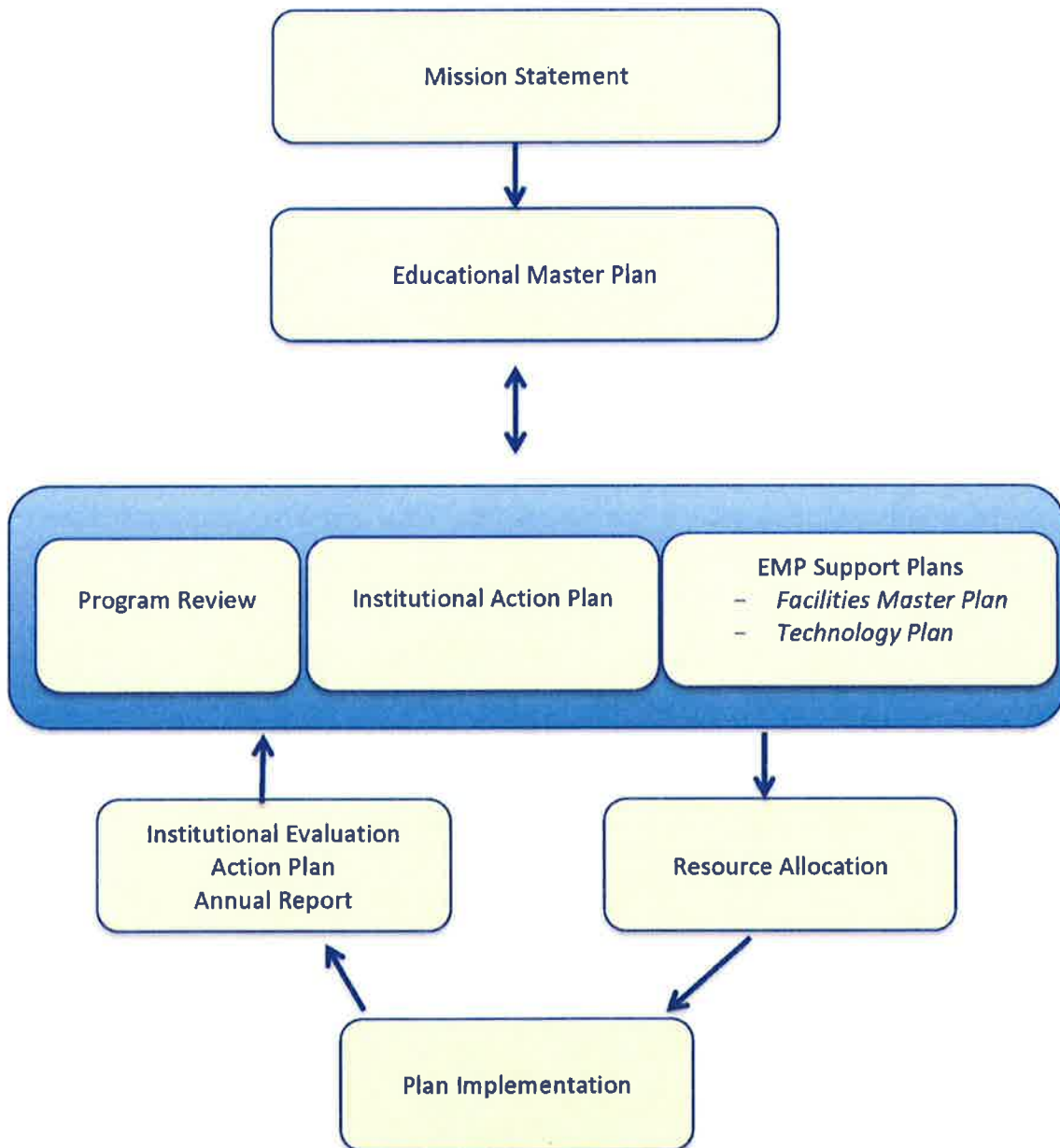
- Timeline for each component;
- Individuals or groups responsible for initiating and completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

As part of the infrastructure that supports continuous quality improvement, this handbook includes a description of how MPC's planning processes will be assessed. When, as a result of this assessment, planning processes are revised, this handbook will be updated in order to continue its usefulness as a viable and credible guide to college planning.

Purpose of this Handbook

This handbook has been developed to improve institutional communication and trust by documenting MPC's integrated planning processes. This handbook supports broad participation in institutional planning by **promoting a common understanding of planning processes, consistent application of planning practices, and broad participation in institutional plans.**

MPC 2016 Integrated Planning Model



MPC's integrated planning is designed to be a cycle of continuous quality improvement. The graphic depicts how the elements in these planning processes link to one another in a cycle of evaluation, development of Institutional Goals and Institutional Objectives, resource allocation, plan implementation, and re-evaluation. These sequential planning steps are the methods used by MPC to assess institutional effectiveness and implement strategies to continually improve the College's services to students.

Each component in the MPC integrated planning model relies on research. Planning begins with analysis of data, such as demographic projections and labor market data, to identify challenges. Planning concludes with the assessment of plan outcomes using descriptive data, such as survey results, and quantitative data, such as the California Community College Student Success Scorecard.

With this foundation in research, the components of the MPC integrated planning model are briefly described below. Following this brief summary, each component in the MPC integrated planning model is described in greater detail on the subsequent pages of this handbook.

- The MPC **Mission Statement** describes the intended student population, the types of degrees and credentials offered, and a commitment to student learning and student achievement.
- MPC's long-term plan, the **Educational Master Plan**, begins with analyses of internal scan and external scan data that:
 - Assesses the College's current effectiveness in meeting its mission statement and
 - Forecasts challenges and opportunities in its communities' changing demographics.

Based on the analyses of these effectiveness and demographic data, MPC identifies and articulates its current and anticipated challenges, which are the basis for Institutional Goals. The purpose of Institutional Goals is to unify the College's energies and resources to advance its mission and successfully address current and anticipated challenges.

- The next steps in the MPC Integrated Planning Model are three forms of short-term planning.
 1. **Institutional Action Plan** sets forth the Institutional Objectives that describe the specific activities to be undertaken that will move the College toward achievement of its Institutional Goals.
 2. **Program Review** is the process for assessing unit-level performance and developing unit-level plans. A Comprehensive Program Review is completed every six years by each

instructional, student services, and administrative services unit in the College and a Program Review Update is prepared annually.

3. **EMP Support Plans** include two short-term infrastructure plans that are both based on the directions established in the Educational Master Plan: the **Facilities Plan** and the **Technology Plan**.
 - The Facilities Plan ~~xxx~~ *<the term and content of this plan?>*.
 - The Technology Plan, a three-year plan, sets a road map for technology enhancements at MPC that are aligned with the Institutional Goals established in the Education Master Plan, identifies the current technology needs at MPC and, to the extent possible, anticipates future technology.
- **Resource Allocations** are based on the priorities established in the Institutional Action Plan and Program Reviews.
- **Plan Implementation** is the phase of planning when the activities identified in the Institutional Action Plan and Program Reviews are completed.
- The **Institutional Action Plan Evaluation** documents MPC's progress in achieving its Institutional Goals and Institutional Objectives. This annual progress report informs the internal and external community about the steps the College has taken to achieve its long-term goals. These annual progress reports inform the next year's Institutional Action Plan as well as the next Educational Master Plan.

MPC's integrated planning processes are assessed every three years. This assessment is to improve the planning processes. A description of this assessment of planning processes is included in this document.

MISSION STATEMENT

Purpose The Mission Statement describes the College’s broad educational purposes, intended student population, the types of degrees and credentials it offers, and its commitment to student learning and student achievement.

Accountability Superintendent/President

Process The Superintendent/President initiates a mission review process by appointing a Mission Review Task Force.

Following a review of the relevant ACCJC standards on mission, the Mission Review Task Force will develop and implement a review process that includes opportunities for input from all College stakeholders.

Based on College-wide feedback, the Mission Review Task Force will recommend either reaffirmation of the College’s mission statement or revisions to the mission statement.

The recommendation is presented to the Superintendent/President who then reviews the recommendation with the President’s Advisory Group. The recommendation is either accepted or returned to the Mission Review Task Force for further editing.

Upon approval by the Superintendent/President, a Board Policy revision is prepared and presented to the Board of Trustees for approval.

In compliance with ACCJC Standard I.A.
Board Policy 1200

Timeline 2014, 2020, 2026 and every six years thereafter

Task Assigned to Mission Review Task Force

Recommendation

forwarded to Superintendent/President

Final Approval Board of Trustees

EDUCATIONAL MASTER PLAN

Purpose

The Educational Master Plan is MPC's long-term plan. This document compares existing conditions to the College mission and, based on that comparison, identifies the College's current strengths and weaknesses, and projects the College's future challenges and needs.

This process includes:

1. Analysis of
 - The effectiveness and outcomes of the previous master plan;
 - Current state and national trends in higher education;
 - Current internal and external conditions; and
 - Ten-year projections of demographics changes.
2. Based on these analyses,
 - Project the district's overall growth for the coming decade;
 - Identify current and anticipated challenges; and
 - Develop Institutional Goals that convey the College's response to these identified challenges.

The Institutional Goals guide the College's energies and resources for the term of the master plan by serving as the basis for the College's two short-term planning processes, the Institutional Action Plan and Program Reviews.

Accountability

Vice President, Academic Affairs and Vice President, Student Services

Process

The Superintendent/President initiates the development of the Educational Master Plan by appointing an Educational Master Plan Task Force.

Educational Master Plan Task Force drafts a process for developing the educational master plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.

The Superintendent/President reviews the draft process with the President's Advisory Group for feedback. Upon approval of the draft process by the

Superintendent/President, the Educational Master Plan Task Force implements the process and provides monthly progress updates to the Superintendent/President who shared those updates College-wide.

Upon final approval of the Educational Master Plan by the Superintendent/President, the document is presented to the Board of Trustees for approval.

In compliance with California Code of Regulations Title 5 § 51008
Board Policy 3250 (new)
ACCJC Standard I.B.

Timeline 2017 and every ten years thereafter

Task assigned to Educational Master Plan Task Force

Final document forwarded to Superintendent/President

Final approval Board of Trustees

INSTITUTIONAL ACTION PLAN

Purpose The Institutional Action Plan is one of MPC’s short-term plans. Through the development of the Institutional Action Plan, Institutional Goals are used to derive Institutional Objectives and Activities that describe how the College intends to accomplish the Institutional Goals identified in the Educational Master Plan.

Accountability Administrative Co-chair of the Planning and Institutional Effectiveness Committee

Process The components of the Institutional Action Plan are:

- **Institutional Goals** included in the Educational Master Plan are broad statements that articulate how the College intends to address current and anticipated challenges.
- **Institutional Objectives** describe more specifically the activities that will be undertaken to achieve the Institutional Goals.

Institutional Objectives are SMART, meaning that they are:

S = Specific, significant

M = Measurable, meaningful

A = Agreed upon, attainable, achievable, action-oriented

R = Realistic, relevant, reasonable, rewarding, results-oriented

T = Time-based, timely, tangible

- **Responsibility** identifies the individual assigned the responsibility to launch, oversee, and complete the Activities. The responsible individual may complete the Action Steps or may collaborate with others to complete the Action Steps.

The Institutional Action Plan is updated by the Planning and Institutional Effectiveness Committee in early spring. The draft document is then distributed to the President’s, Academic Affairs, Administrative Services, and Student Services Advisory Groups for review and comment.

The Planning and Institutional Effectiveness Committee incorporates the feedback and recommends that the Superintendent/President approve the final Institutional Action Plan at the end of each spring semester.

In compliance with

ACCJC Standard I.B.

Timeline

Annually

Task assigned to

Planning and Institutional Effectiveness Committee

Final document

forwarded to

Superintendent/President

Presented to the Board of Trustees as an information item

PROGRAM REVIEW

Purpose	MPC Program Review is part of the College's short-term planning. This process includes an evaluation of all existing programs and services to assure their quality, vitality, and responsiveness and with a focus on improving programs and services while making efficient use of resources.
Accountability	Administrative Co-chair of Planning and Institutional Effectiveness Committee
Process	<p>MPC Program Review includes both a Comprehensive Program completed every six years and a Program Review Update completed annually.</p> <p>The Comprehensive Program Review includes a description of the program and an analysis of the program mission, vitality, student learning outcomes assessment, and staffing. The process calls for the development of a Program Improvement Plan to address aspects identified as in need of improvement.</p> <p>The Program Review Update is prepared annually for the purposes of</p> <ul style="list-style-type: none">- Documenting the status of action plans identified in the Comprehensive Program Review and- Advancing funding requests into the resource allocation process. <p>The Planning and Institutional Effectiveness Committee develops annual schedule for program reviews, serves as support and training for those completing the Comprehensive Program Review and Program Review Update, and monitors completion to ensure that program needs are eligible for resource allocation.</p>
In compliance with	ACCJC Standard I.B., II.A.16., II.B.3., II.C.1.
Timeline	Annually and on a six-year schedule unique to each program
Task assigned to	Division Chairs, faculty and staff
Final document forwarded to	Senior administrator of each Administrative unit Planning and Institutional Effectiveness Committee

EMP SUPPORT PLAN: FACILITIES PLAN

Purpose	<p>The Facilities Plan is one of MPC's short-term plans. This plan documents the existing conditions of the College's facilities, identifies parts of the physical plant in need of improvement, and recommends facilities improvements.</p>
Accountability	<p>Vice President, Administrative Services</p>
Process	<p>The Superintendent/President assigns the Facilities Committee with the task of developing a Facilities Plan.</p> <p>The Facilities Committee drafts a process for developing the facilities plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.</p> <p>The Superintendent/President reviews the draft process with the President's Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the Facilities Committee implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.</p> <p>Upon final approval of the Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for information.</p>
In compliance with	<p>California Code of Regulations Title 5 § 51008</p> <p>ACCJC Standard III.B.</p>
Timeline	<p>201? and every xx#? years thereafter</p>
Task assigned to	<p>Facilities Committee</p>

Final document

forwarded to

Superintendent/President

Final approval

Superintendent/President

EMP SUPPORT PLAN: TECHNOLOGY PLAN

Purpose The Technology Plan is one of MPC’s short-term plans. This plan sets a road map for technology enhancements at MPC that are aligned with the Institutional Goals established in the Education Master Plan, identifies the current technology needs at MPC and, to the extent possible, anticipates future technology.

Accountability Vice President, Administrative Services

Process The Superintendent/President assigns the Technology Committee with the task of developing a Technology Plan.

The Technology Committee drafts a process for developing the technology plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.

The Superintendent/President reviews the draft process with the President’s Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the Facilities Committee implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.

Upon final approval of the Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for information.

In compliance with ACCJC Standard III.C.

Timeline 2017 and every three years thereafter

Task assigned to Technology Committee

Final document

forwarded to

Superintendent/President

Final approval

Superintendent/President

RESOURCE ALLOCATION

Purpose Resource allocations align with the MPC mission and link Institutional Goals and Institutional Objectives to the resources needed to accomplish these Institutional Goals and Institutional Objectives.

All Institutional Goals reflect MPC's commitment to its mission and correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success.

Accountability Vice President, Administrative Services

Process The budget development process begins with the development of budget assumptions that guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:

- Institutional Goals and Institutional Objectives;
- Priorities identified through the Program Reviews;
- Mandates from external agencies; and
- Status of long-term obligations.

Through the Program Review process, units identify needs for staffing, facilities, services, and equipment. These are consolidated and prioritized first at the Division level before being consolidated and prioritized again by the Academic Affairs, Administrative Services, and Student Services Advisory Groups. President's Cabinet creates a consolidated list of institutional needs. Refer to the flow chart on the next page for a description of this process.

In compliance with ACCJC Standards I.B., III.D.1., 2., 3.

Timeline Annually

Task assigned to Vice President, Administrative Services

Final budget

forwarded to

Superintendent/President

Final approval

Superintendent/President and Board of Trustees

Resource Allocation Process

Program Review Update

(Prepared by units: make requests in one of the following categories as needed to fulfill the mission, Institutional Goals, Institutional Objectives, and outcomes assessment)

staffing

facilities

technology

equipment

supplies

professional development

Deans/Divisions/Units

- Review all requests in Program Review Update except staffing
- Fund where possible
- Prioritize using a rubric to set the priorities based on criteria such as
 - Health and safety
 - Institutional Goals and Institutional Objectives
 - Outcomes assessment

Staffing

See process flow

Unit Advisory Group

- Review the PRU
- Fund where possible
- Prioritize using a rubric to set the priorities based on criteria such as
 - Health and Safety
 - Institutional Goals and Institutional Objectives
 - Outcomes Assessment

President's Cabinet

- Review and confirm the prioritized lists using a rubric based on criteria such as
 - Health and safety
 - Institutional Goals and Institutional Objectives
 - Outcomes Assessment
- Identify funding
- Develop consolidated list of institutional priorities

President's Advisory Group

- Review consolidated list of institutional priorities

PLAN IMPLEMENTATION

Purpose	Plans are implemented by the individual(s) assigned responsibility to do so. When Institutional Objectives and Program Review plans are developed, an individual is assigned responsibility for each Activity. The responsible individual may complete the Activity alone or may collaborate with other individuals or groups to complete the Activity.
Accountability	The responsible parties identified in the Institutional Action Plan
Process	To ensure that the identified Activities are implemented, the responsible party shall: <ul style="list-style-type: none">- Manage the timelines for the Activity;- Develop appropriate processes;- Identify and address funding needs through the resource allocation process;- Provide data and other types of evidence to assess the levels of success following plan implementation; and- Document the Activities and outcomes to contribute to the preparation of the <i>Institutional Action Plan Annual Report</i>.
In compliance with	ACCJC Standard I.B.
Timeline	Annually
Tasks assigned to	Responsible parties College-wide
Documentation of completed activities forwarded to	Administrative Co-chair of Planning and Institutional Effectiveness Committee

INSTITUTIONAL ACTION PLAN EVALUATION

Purpose

The *Institutional Action Plan Evaluation* documents MPC's progress toward achieving its Institutional Objectives and Institutional Outcomes. The purpose of this annual progress report is to inform the internal and external communities about the College's progress in achieving its long-term Institutional Goals and Institutional Outcomes.

The *Institutional Action Plan Evaluation* is an essential accountability tool in MPC's integrated planning model because it reinforces and sustains a College-wide dialogue on its long-term goals and short-term objectives.

The *Institutional Action Plan Evaluation* is the foundation for the development of the next year's Institutional Action Plan. Cumulatively, the *Institutional Action Plan Evaluation* provide a track record of progress that serves as part of the internal data needed for the development of the next decade's Educational Master Plan.

Accountability

Administrative Co-chair of Planning and Institutional Effectiveness Committee

Process

Individuals assigned responsibility for specific Activities document progress on those Activities at the end of each semester and submit these reports to the Planning and Institutional Effectiveness Committee. This committee consolidates the reports to prepare the *Institutional Action Plan Evaluation*.

The *Institutional Action Plan Evaluation* provides the following:

- Institutional Goals
- Institutional Objectives
- Activities
- Responsibility
- Progress
- if completed
- Next Steps

In compliance with

ACCJC Standard I.B.

Timeline	Annually
Task assigned to	Responsible parties College-wide
Documentation of completed activities forwarded to	Administrative Co-chair of Planning and Institutional Effectiveness Committee

Annual FTES, 1983-84 to 2014-15

MONTEREY PENINSULA COLLEGE ANNUAL FTES SUMMARY, 1983-84 TO 2014-15

Source: District 320 Annual or Recalculation Reports

Year	Credit	Non-Credit	Total				Notes
1983-84	4284.42	48.70	4333.12				Average Daily Attendance. Summer Session ADA was not broken out on the 320, so non-credit figure may be understated.
1984-85	4407.48	220.19	4627.67				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1985-86	4369.17	334.06	4703.23				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1986-87	4541.66	449.44	4991.10				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1987-88	4720.62	354.97	5075.59				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1988-89	4890.37	448.45	5338.82				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1989-90	4835.83	364.34	5200.17				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.

CCCs change to using FTES as workload measure

Year	Credit FTES (Resident)	Non-Credit FTES (Resident & Non-Resident)	Total FTES	Credit FTES Factored	Non-Credit FTES Factored	Total FTES Factored	Notes
1990-91	5611.46	477.59	6089.05				No F-factor
1991-92	5615.08	549.78	6164.86				No F-factor
1992-93	5710.37	560.82	6271.19				No F-factor

1993-94	4873.94	782.11	5656.05					Use of F-factor could not be verified
1994-95	5226.43	1063.67	6290.10					Use of F-factor could not be verified. Fort Ord officially closed September 1994.
1995-96	5503.74	881.87	6385.61					Use of F-factor could not be verified
1996-97	5414.19	1092.91	6507.10					Use of F-factor could not be verified. No F-factor claimed. Chancellor's Office inquiry regarding police training instructional agreements for 1994-95 and 1995-96. Some FTES was disallowed for those years, but unable to verify amount.
1997-98	5915.49	1143.42	7058.91					No F-factor claimed.
1998-99	5624.34	1055.41	6679.75					No F-factor claimed.
1999-2000	5289.43	2457.50	7746.93					No F-factor claimed.
2000-01	5494.27	2520.57	8014.84	5607.59	2520.57	8128.16		
2001-02	5836.39	2570.70	8407.09	5889.50	2651.84	8541.34		See special note below.
2002-03	5998.90	2698.92	8697.82	6032.67	2698.92	8731.59		See special note below.
2003-04	5905.08	2646.71	8551.79	5996.03	2769.85	8765.88		See special note below regarding an FTES adjustment made in May 2008.
2004-05	5908.50	2481.68	8390.18	5993.08	2605.56	8598.64		See special note below regarding an FTES adjustment made in May 2008.
2005-06	5538.73	2538.53	8077.26	5623.13	2668.03	8291.16		See special note below regarding an FTES adjustment made in May 2008.
2006-07	5458.52	2706.39	8164.91	5540.43	2839.40	8379.83		FTES reflects an adjustment to remove special topics courses offered in 2006-07 that were not eligible for apportionment. See special note below for further explanation.
2007-08	5780.09	2256.00	8036.09	5857.56	2369.50	8227.06		FTES reflects a reduction of 187.5 credit FTES for deficiencies related to special admit/concurrent enrollment.
2008-09	6394.97	1971.71	8366.68	6474.28	2061.38	8535.66		Chancellor's Office reminder to Districts that non-credit PE and Dance courses should be not be claimed for apportionment. (MPC's noncredit PFIT courses were approved as older adult courses.)

2009-2010	6658.60	1104.68	7763.28	6732.95	1155.05	7888.00	State workload reduction due to the recession. Legislative direction to make workload reductions in areas outside of basic skills, career technical, and transfer education. Chancellor's Office memo further emphasizes reduction in courses that would be considered recreational, avocational, and personal development.
2010-2011	7036.30	541.99	7578.29	7112.52	569.27	7681.79	
2011-2012	6179.36	533.35	6712.71	6242.08	563.14	6805.22	State workload reduction due to the recession.
2012-2013	6127.62	658.42	6786.04	6186.39	695.86	6882.25	
2013-2014	5974.11	466.53	6440.64	6032.03	491.76	6523.79	New regulations limiting course repetitions go into effect.
2014-2015	5919.31	497.26	6416.57	5983.87	524.92	6508.79	



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Fwd: Lobos Ambassadors

1 message

Amy Cavender <acavender@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Tue, May 31, 2016 at 10:44 AM

Sent on behalf of LaKisha Bradley.

Hello everyone,

Did you know that we are looking to build an MPC Lobos Ambassadors team for next year? The Ambassadors would be a team of MPC student workers who would help out with promoting MPC and supporting all of our MPC activities and events.

I know that it is a very busy time of year for you all and we're hoping that you can help with spreading the word. We would love it if you could share this information with students who you think might be interested in being ambassadors. Also, feel free to recommend anyone that you think might make a good ambassador. Students can access the application through the MPC Lobos Ambassadors webpage and we've extended our application deadline to June 10. I've also attached a copy of our flyer for you.

Thanks a bunch for your help in spreading the word. Please let me know if you have any questions and/or concerns.

Take care,
LaKisha

—
LaKisha Bradley
Director of Student Success and Equity
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940
(831) 646-4261

 **MPC Lobo Ambassador Flyer.pdf**
400K

Looking for a job on campus?

Become an



MONTEREY PENINSULA
COLLEGE

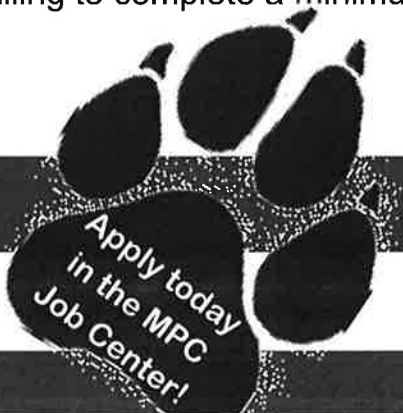
LOBO AMBASSADOR

- Conduct campus tours
- Get involved on campus
- Represent MPC and promote Lobo Pride
- Talk with prospective students & families
- Be a campus leader
- Develop leadership and communication skills
- Textbook support
- Experience for your resume
- Have fun and get paid



Qualifications

- Be a currently enrolled student at MPC
- Be enrolled in a minimum of 6 units for both Fall and Spring
- Maintain a minimum 2.0 GPA
- Must be a student in good standing
- Must have an updated Education plan on file at all times
- Willing to complete a minimum of 24 hours of service per semester



Applications due by 12:00 pm on Friday, June 10th.



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Weekly Announcements (May 31 - June 5)

1 message

Tue, May 31, 2016 at 11:08 AM

Amy Cavender <acavender@mpc.edu>

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



MPC Campus Announcements

Welcome to MPC Weekly Announcements, here you will find information regarding campus events, news, workshops, and general assistance. You may also find up-to-date information MPC's Campus Calendar and on the home page of the MPC website.

This Week ...

Campus Events

- **Spring Finals Week** (May 31 - June 3)
- Veteran's Recognition Ceremony (June 1: 12-2pm)
- Auto Tech Banquet (June 1: 5pm)
- Early Childhood Laboratory Preschool Graduation (June 1: 5pm)
- Child Development Center: End of Year BBQ and Carnival (June 2: 5-7pm)
- 15th Annual Latino Recognition Ceremony (June 2: 6-8pm)
- Asian Student Association Graduation (June 3: 5-7pm)
- Early Childhood Education (ECED) Graduation (June 3)
- African American "Rites of Passage" Kente Ceremony (June 3: 7-9pm)
- MPC Spring Commencement (June 4: 12pm)

Campus News

- Student Health 101 May Issue
- Graduation caps, gowns and tassels at the bookstore!
- Apply to be an MPC Lobos Ambassador! Application deadline extended to June 10
- The Wonderful World of Clay (Continuing Education course at MPC!)
- SCORE+: EOPS Summer Bridge Program Registration is available!

Upcoming Events

- **SUMMER SESSION BEGINS!! (June 13)**



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Veteran Recognition Ceremony 6/1, 12pm

1 message

Amy Cavender <acavender@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Tue, May 31, 2016 at 4:27 PM

Sent on behalf of Eileen Crutchfield.



*Veteran Graduates and
Transfer Students
Recognition Ceremony*



*12:00 pm - 2:00 pm
Wednesday, June 1, 2016
Monterey Peninsula College
Student Center*



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Course and Program Reflections News

1 message

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

Wed, Jun 1, 2016 at 2:15 PM

June 1, 2016**First Things First -- Something Different**
Spring 2016 Instructor Reflections
Fall 2016 Program Reflections**The Story So Far****Documents from the LAC**[Course SLO Checklist](#)[The Cycle of Assessment](#)[Course SLO Assessment Rubric](#)[Draft SLO Assessment Policy](#)**Plans for the Fall Semester**

Friends and Colleagues,

This is the second in a series of emails to communicate progress on issues of institutional interest to faculty members. With this message, I'd like to provide updates on Course and Program Reflections, and on the efforts of the Learning Assessment Committee (LAC).

First Things First -- Something Different**Spring 2016 Instructor Reflections**

For the Spring 2016 semester, the emphasis will remain on evaluating SLOs in courses that have not yet been assessed. If you teach a course that has not yet been assessed, or if one of these courses exists in your area, please do find a way to complete an Instructor Reflection for the course. The institution has made a concerted effort to get all of its courses assessed. Please continue this effort using current methods. Visit the [Instructor Reflections webpage](#) to complete your reflection.

If you have already assessed all the courses in your area, then you can take a break until Fall 2016 when TracDat will be launched as MPC's new platform for managing course assessments.

Fall 2016 Program Reflections

The LAC has developed a new [Cycle of Assessment](#) to guide course evaluations beginning in Fall 2016. This new Cycle of Assessment provides MPC with a formal structure for engaging in less frequent but more meaningful evaluation of student learning in our courses. At the Fall 2016 flex days, we'd like members of each instructional department or division to address the following:

- Plan *when* they will evaluate each of their courses. The LAC will provide a planning grid for the next few semesters.

- Plan *how* they will evaluate the courses slated for evaluation in Fall 2016. It would be great if this effort happened at flex days, if time permits. If not, it could begin shortly after flex days. We recommend starting with courses that are taught by instructors that have effectively used the reflections process in the past.

Non-instructional service areas or administrative units: we'd like each of these areas to continue with the Program Reflections as before, using the same [Program Reflections Form](#) used in previous years.

If you'd like to know how this request fits into the context of the rest of the LAC activities over the semester, please keep reading...

The Story So Far

Earlier this semester a variety of participatory governance groups, including the Academic Senate, AAAG, and the Curriculum Advisory Group endorsed the [Plan to Establish Systematic Assessment of Course and Program Outcomes](#). You may remember that I reported on this in an All users email last February. The LAC has been working hard on this plan ever since. I'd like to provide updates on the documents we have created. All of these documents are available on the [Academic Senate SLO page](#). With the exception of the draft SLO Policy, the approach described here was endorsed by AAAG during meetings in May.

Documents from the LAC

[Course SLO Checklist](#)

The LAC created this checklist to help instructors write effective SLOs for their courses. This checklist will be used as the LAC collaborates with the Curriculum Advisory Committee to review SLOs as part of the curriculum development and review process. The checklist emphasizes practical things like:

- Starting the SLO with an appropriate action verb describing higher-level thinking skills
- Ensuring the SLO is specific to the course
- Limiting the SLOs to a few overarching outcomes that address broad skill or abilities
- Making sure they're written in language understandable to students and non-discipline experts

[The Cycle of Assessment](#)

You may have heard me say for a while now that we'd like to shift to an effort of evaluating our courses less often, but in a more meaningful way. This Cycle of Assessment establishes a minimum period of evaluating courses once every two years and programs-of-study once every six years. Establishment of this cycle was one of the fundamental goals of [the Plan](#) and is the basis for the Fall 2016 flex day plan explained above.

[Course SLO Assessment Rubric](#)

This rubric was created to help instructors create complete and viable course evaluations. The "Satisfactory" column of the rubric defines aspects of a complete evaluation, whereas the "Exemplary" column illustrates the direction that the LAC would like to see the institution move towards. The institution will use the rubric as it works to ensure that all of its courses are evaluated, and that they are evaluated in a systematic manner.

One thing to emphasize is that the rubric encapsulates a shift from *Instructor* Reflections to *Course* Reflections. On the TracDat system slated to debut in Fall 2016, reflections are organized by course, not instructor. It will be up to each department to determine how to evaluate each of its courses. When

multiple sections of a course are taught by different instructors in a semester, the rubric indicates that dialog should ensue about SLO attainment in multiple sections of the course.

The rubric retains all of prompts that MPC has utilized for years on the Instructor Reflections Form; it emphasizes practical things like:

- Ensuring that evaluation methods, results, and analysis refer to specific SLOs rather than overall grades
- Closing the loop by explaining the results of previous plans to improve
- Making plans for future improvement that are specific and attainable

Draft SLO Assessment Policy

This draft policy was developed upon request from MPC faculty to establish what SLOs will be used for and--more importantly--will not be used for at MPC. The most important point is that results of SLO assessment (i.e., how many students attained this or that SLO) will not be used for performance evaluation purposes. In addition, it emphasizes faculty roles and responsibilities in course and program-of-study outcome assessment. This SLO policy is still in draft format. We would like additional feedback and dialog about this policy before it is enacted. In fact, we would like input on where this policy should live. Should it be a board policy as it is currently written? Or should it be an Academic Affairs, or Learning Assessment Committee policy? Or something else entirely? We plan to return to this topic in the fall semester.

Plans for the Fall Semester

TracDat: We expect TracDat to be operational for evaluation of learning that occurs during the Fall 2016 semester. We plan to start training people to use the system in the fall.

Program-of-Study SLOs: We need to address how program-of-study SLOs will be evaluated. Capstone courses are one method, but not all programs have them. We will need to develop a process for evaluating programs-of-study that do not contain capstone courses.

Thanks,

-Fred



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Academic Senate Annual Report 2015-2016

1 message

Alfred Hochstaedter <ahochstaedter@mpc.edu>

Thu, Jun 2, 2016 at 9:26 AM

To: ALL USERS <allusers@mpc.edu>

Jun 2, 2016

Friends and Colleagues,

In this last of three messages, I wanted to take a few minutes to share with you some of the things we accomplished in the Academic Senate this year. Every year I create an annual report as a way of documenting some of the things we've worked on. Many thanks to Merry Dennehy who read the report carefully and made many great suggestions for improvement.

From this year's annual report:

Last year, I wrote that "A few years from now, we may look back on 2014-2015 as 'The Year of the Indicator,'" in reference to new requirements emanating from the Chancellor's Office and the federal Dept of Education to use quantitative indicators to inform planning for student success. This year, the spotlight shifted as higher priority was placed on calls to improve that emanated from within the college.

We began the year by welcoming a new Vice President of Academic Affairs to the college. A shift of focus to scheduling, classroom efficiency, internal processes, and governance structure occurred almost immediately. At Fall Flex Days, we learned that the accreditation agency had issued the college a "Notice of Enhanced Monitoring and Possible Special Report" on SLO assessment processes. In response, the college reformulated the Learning Assessment Committee who developed a plan to establish a systematic assessment of course and program outcomes; plans for implementation were completed late in the spring semester. Work on the accreditation self evaluation continued, and revealed shortcomings and opportunities for improvement in areas that the team described as "The Big Five"--technology, data, SLO assessment, staffing and communication--and an elephant in the room: the budget. In related efforts, the college engaged a consulting agency, Collaborative Brain Trust (CBT), to investigate internal processes and make recommendations to improve efficiency and ways to address the ongoing structural deficit. The year ended with the hire--finally, after two failed searches--of a permanent Vice President of Student Services. She is from Florida, a state recognized as pioneering new and effective practices in community college education. As if these changes were not enough, business process analyses (BPAs) continued in the area of fiscal services; the Institutional Committee on Distance Education recommended a change of learning management system to Canvas in response to actions by the statewide Online Education Initiative; the college engaged in the hiring process for 12 new faculty members; and the Department of Information Technology launched Google Campus.

At this point it's hard to predict how these changes will all turn out. We hope that the good

intentions behind all of them will bear fruit, that improved efficiencies will enable the college to stabilize financially and enable institutional focus to shift back to planning for student success and learning. Perhaps in the future, we will remember 2015-2016 as “The Year the Great Change Began.”

Here’s a quick summary of a few of the things we accomplished this year. For more information, see the entire [2015-2016 Annual Report](#).

Flex Days: We continue to plan and execute glex day events that have been well received by the campus community. Here’s the [Fall 2016 schedule](#). That’s Wednesday August 17th if you’d like reminder. :-)

CTE Issues: We continued to be well represented at ASCCC events, including a CTE Leadership Academy and the Fall and Spring Plenary sessions. The Academic Senate appointed a CTE Liaison to serve as a point person to receive and respond to CTE issues happening at the state level.

Plans, Plans, Plans: We reviewed and endorsed a variety of plans including Basic Skills, 3Sp, and Student Equity.

Learning Assessment Committee: Provided feedback and review, and eventually endorsed the [Plan to Establish Systematic Assessment of Course and Program Outcomes](#)

CBT Recommendations: Received reports from faculty members representing the Operational Scheduling Work Group and the Institutional Decision-making Work Group. Eventually agreed on a statement that indicated more time is needed for consideration of the Decision-making recommendations.

DE Learning Management Systems: Appointed the Institutional Committee on Distance Education to consider a move of the Learning Management System (LMS) from Moodle to Canvas. Received an extensively detailed document explaining the [Canvas LMS Evaluation Results](#) that recommended a move from Moodle to Canvas. The Academic Senate was greatly impressed with the thoughtfulness that the committee put into the evaluation results and thought that it could serve as a model for data-informed decisions at the college.

GE Area Description Revision: In a major collaboration with the Curriculum Advisory Committee, the Academic Senate examined the descriptions for the MPC GE Areas, and in some cases provided major revisions. It was sorely needed.

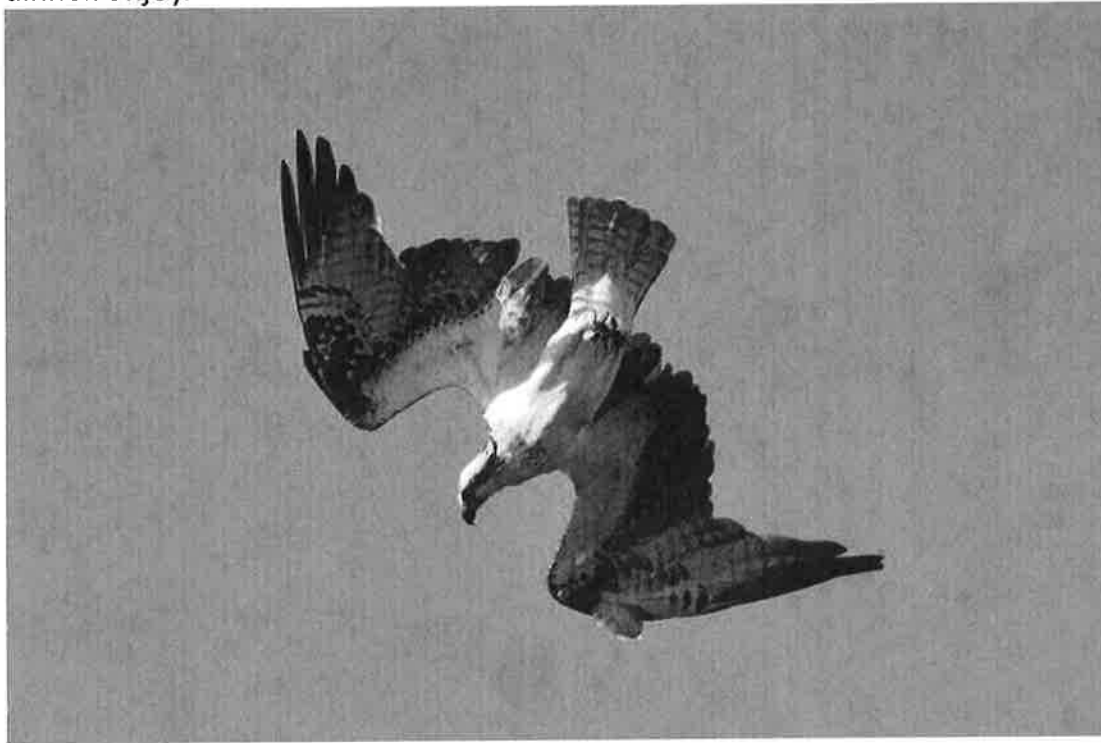
Google Campus: The Academic Senate discussed some of the privacy issues associated with change to Google Campus. The discussion resulted in plans to present a breakout at the Fall 2016 Flex Day on “How Google is using your student’s info and why that matters.”

Open Educational Resources: the Academic Senate endorsed a resolution supporting recent legislation to encourage the use of low-cost or free textbooks. An informal group has been brainstorming and visiting division meetings to [encourage MPC faculty members to consider these types of resources](#). See the link for more information.

Again, for more information, see the entire [2015-2016 Annual Report](#).

If you’ve made it this far...

Here's a photograph of an Osprey I took last July. This fish-eating raptor looks like it's diving for some dinner. Enjoy.





Jeanette Haxton <jhaxton@mpc.edu>

[allusers] MPC Commencement Ceremony

1 message

Kiran Kamath <kkamath@mpc.edu>
To: ALL USERS <allusers@mpc.edu>

Thu, Jun 2, 2016 at 8:22 PM

Dear Faculty:

Graduation is almost here!

We look forward to seeing you on June 4th for our MPC commencement ceremony. Please arrive no later than 11:45 a.m. at the upper gym balcony, facing the amphitheater. At 12 p.m., the processional into the stadium will begin with the MPC Board of Trustees and Administrators, then graduation candidates, and then Faculty. Full regalia is required.

The ceremony will take place in the stadium and is expected to last from 12-1:45 p.m.. A reception with light refreshments will follow the ceremony at the top of the amphitheater.

If you have any questions, please direct them to Admissions & Records.

With much appreciation for the academic year,

Kiran

Kiran Kamath
Vice President of Academic Affairs

Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940



Tel: 831 646-4034
Email: kkamath@mpc.edu
Website: www.mpc.edu



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] All Users Tentative Budget 2016 -17 Update - Steve Crow, VP Administrative Services

1 message

Steve Crow <scrow@mpc.edu>
To: Steve Crow <scrow@mpc.edu>
Bcc: allusers@mpc.edu

Fri, Jun 3, 2016 at 3:03 PM

All Users Tentative Budget 2016 -17 Update - Steve Crow, VP Administrative Services - June 3, 2016

The Tentative Budget will be considered for approval at the Governing Board meeting June 22, 2016. The Tentative Budget provides spending authority for the District during the fiscal year prior to adoption of a Final Budget following Title 5 requirements. The Tentative Budget will include primarily a rollover of revenue and expenses from the prior year Final Budget adjusted for significant changes in assumptions for the 2016-17 fiscal year.

The changes in expenses include: step and column increases for classified, faculty, confidential employees, managers, administrators, STRS and PERS increases, Increase in (10) new faculty positions, and medical insurance increase. The changes in revenue include: additional funds that will be added to the base for 16-17 and the continued ongoing funds that were added to the base for full time faculty in 15-16.

These changes reflect the assumption of revenue as indicated through reporting to the Chancellor's Office and the Governor's May Revision and any legislated changes under consideration for the final state budget and any changes in expenses to reflect major increases in personnel and operating costs. The MPC Tentative Budget process follows Governing Board Policy BP 6200 and the current approved Budget Development Calendar. A summary of activities and actions follows:

The VP of Administrative Services attended the 2016 January 22nd ACBO Governor's Proposed State Budget Workshop. On February 3rd, 2016 the Budget Committee reviewed state budget information and recommended to the VPAS items to be included in the MPC Budget Development Calendar.

On February 23, 2016 the Budget Development Calendar was presented to College Council and recommended to the President. The President and Vice President of Administrative Services conducted two forums on the Budget Development Calendar and Process on the 23rd and 24th and the President presented the Budget Calendar for approval to the Governing Board on February 24th, 2016.

The Budget Committee met in March to review preliminary assumptions and to revise the calendar as needed and Budget Packets were sent to the VPs on March 2rd, 2016. Budget packets were distributed to Budget Managers from each area VP on or about March 4th.

Department Budget Packets were due back to area Dean for review on March 24th and shortly after to the VP of the area, and then due back to Fiscal Services on April 6th, 2016. The Budget Committee met on April 6th, 2016 for updates to assumptions and discussion.

The Governor released the May revise on the 13th of May, 2016. The May revise and the proposed revisions from the legislature incorporated minor changes to the original proposed budget including modest increases in one-time funds for the fiscal year.

The Budget Committee will receive an update on the May Revise and Tentative Budget on June 6, 2016 and will be reported to College Council and the President on June 14, 2016. During this time of review adjustments will be made incorporating feedback from the VPs and the President.

The Tentative Budget is presented to the Governing Board on June 22, 2016 seeking approval for spending authority prior to adoption of the Final Budget that will be presented by the President to the Governing Board on August 24th, 2016.

The Tentative Budget and Final Adopted Budget process follows guidelines in [Title 5, Section 58305(a)] and [Title 5, Section 58305(c)]. A public hearing on the budget shall be held on or before September 15 [Title 5, Section 58301].

The September 15 deadline may be extended if adoption of the state budget is delayed. Two copies of the adopted budget will be submitted to the California Community Colleges Chancellor's Office on or before September 30 [Title 5, Section 58305(d)]. On or before September 30, the College District shall complete the preparation of its adopted annual financial and budget report, the CCFS311 report. The College District will submit a copy to the Chancellor's Office on or before October 10.

—
Steven Crow, Ed. D.
Vice President
Administrative Services
Monterey Peninsula College



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Keep Calm and Enjoy Summer

1 message

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

Fri, Jun 3, 2016 at 3:12 PM

Dear MPC,

Before the 2015-16 academic year comes to an end, I want to reiterate my thanks for all of your efforts on behalf of our students.

It has been a year to challenge us, but also a year of immense rewards. The ceremonies celebrating our students' achievements, culminating in commencement on Saturday, remind us of our purpose – assisting our students to succeed.

And our annual employee recognition ceremony on May 20 reminded us of our values, exemplified in who we honor, as we listened to the warm tributes to this year's retirees and congratulated our colleagues for their awards for long service. In addition, we applauded the special contributions of this year's honorees:

- **Jeff Procive and Mary Rigmaiden** – 2016 Classified Recognition Award Honorees
- **Grace Anongchanya-Calima, Diane Boynton, and Michele Brock** – MPC Difference Makers for 2016

The day's celebration reminded me that MPC is that special college where you can find a beloved physics-astronomy instructor inspiring students for 51 years, where a history instructor's gift of a roman coin is used to kindle a student's journey into the past.

Special thanks to Molly Jansen and MPC Hospitality students for providing a wonderful and festive lunch. A shout out to our organizers, support staff and volunteers for supporting the event: Shawn Anderson, Suzanne Ammons, Rosemary Barrios, Diane Boynton, Andrea Bozant, David Brown, Alicia Cadriel, Amy Cavender, Aaron Cepeda, Carlis Crowe-Johns, Nicole Dunne, Facilities staff, Kayla Garcia, Kevin Haskin, Jeanette Haxton, Susan Kiran Kamath, Kitagawa, Jon Knolle, Jeff McCart, Amber Mettler, Beccie Michael, Song Monroe, Alaina Morgan, Vicki Nakamura, Paula Norton, Leslie Procive, Mike Rasmussen, Rosaleen Ryan, Elizabeth Schalau, Lyndon Schutzler, Rachelle Uganiza, Larry Walker, Mary Weber, Christine Wood, and Laura Worley

Thank you and enjoy the summer. 2016 is a great year to be a Lobo!

Walt



Jeanette Haxton <jhaxton@mpc.edu>

[allusers] Weekly Announcements (June 6-12)

1 message

Amy Cavender <acavender@mpc.edu>

Mon, Jun 6, 2016 at 9:56 AM

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

**MPC Campus Announcements**

Welcome to MPC Weekly Announcements, here you will find information regarding campus events, news, workshops, and general assistance. You may also find up-to-date information MPC's Campus Calendar and on the home page of the MPC website.

This Week ...**Campus News**

- Register now for SCORE+ Summer Bridge Program (EOPS)
- Apply to be an MPC Lobos Ambassador! Application deadline extended to June 10!
- MPC Photo Students in Weston Scholarship Competition
- Graduation Survey is available (we need your feedback!)

General Assistance

- Application Workshop at the Monterey Campus (June 8: 1-3pm)
- Application Workshop at the Marina Campus (June 8: 3-5pm)

Upcoming Events

- **Summer Session Begins! (June 13)**
- Student Health Services Drop-in Support (Wednesday, starting June 15: 12:30)
- SCORE+ Math 261 Session (June 20 - July 1)
- Regular Governing Board Meeting (June 22: 1:30pm)
- SCORE+ Math 351 Session (July 18 - July 29)
- "Join the Pack" Day! (July 30: 10am-2pm)



Shawn Anderson <sanderson@mpc.edu>

American Flags at Half-Staff to Honor the Victims of the Attack in Orlando, Florida

Shawn Anderson <sanderson@mpc.edu>

Sun, Jun 12, 2016 at 6:16 PM

To: ALL USERS <allusers@mpc.edu>

Dear MPC:

Per the Presidential Proclamation copied below, our flags will be flown at half-staff until sunset, June 16, 2016, to honor the victims of the horrific attack in Orlando, Florida earlier today.

With sympathy to the victims and to their loved ones,

Walt Tribley, Ph.D.
MPC Superintendent/President

Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it.

Martin Luther King, Jr.

The White House

Office of the Press Secretary

For Immediate Release

June 12, 2016

Presidential Proclamation -- Honoring the Victims of the Attack in Orlando, Florida

HONORING THE VICTIMS OF THE ATTACK IN ORLANDO, FLORIDA

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA
A PROCLAMATION

As a mark of respect for the victims of the act of hatred and terror perpetrated on Sunday, June 12, 2016, in Orlando, Florida, 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, June 16, 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

twelfth day of June, 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

Gary Francis Eldridge(1930 - 2016)

Gary Francis Eldridge

August 30, 1930 ~ April 27, 2016

Grass Valley, CA

Gary was born in Hibbing, Minnesota. He is survived by his wife of 64 years, Eleanor (Thompson) Eldridge; their 6 children: Jenni Eldridge, Mark Eldridge, Bruce Eldridge, Gary Eldridge, Rodney Eldridge, Dorothy Wheatley; his 11 grandchildren, and many great grandchildren.

After serving in the Navy, on the USS Nereus, and work at Convair and IBM, he was recruited to teach electronics at Monterey Peninsula College, where he taught for 28 years. He also taught classes at the Naval Postgraduate School in Monterey, CA, and San Jose State University. He was awarded the title of "Professor Emeritus". He served as a volunteer firefighter in Marina, CA, and served as Fire Commissioner for a short time. Gary was an inventor, Doctor of Theology and published a book on Revelation.

Gary was a man of God who loved Jesus, loved his family and ministered to those who were searching. He will be greatly missed by all who knew him!

He will be laid to rest at Sacramento Valley National Cemetery, 5810 Midway Rd., Dixon, CA 95620. A celebration of Gary's life will take place on Friday, May 6th, at 3:00 p.m. at Auburn Presbyterian Church, 13025 Bel Air Dr., Auburn, CA 95603.

He ran the race of life, that he might obtain the gift of God – eternal life with Jesus Christ!

View the online memorial for Gary Francis Eldridge

Published in The Monterey Herald on May 4, 2016

Recommendation to MPC: Center classes on student needs

By Claudia Meléndez Salinas, Monterey Herald

If you have been paying attention to recent developments at Monterey Peninsula College, it should be no surprise that the school faces myriad problems as administrators try to increase revenues and cut costs.

Perhaps more surprising is to hear the system the college uses to track student data is “old, archaic, unreliable and hurts students.” And that class enrollment needs to be boosted in order to make the college more efficient. And that classes offered need to be more centered on student needs.

These are some of the conclusions reached by a team of consultants from Sacramento-based Collaborative Brain Trust, hired by MPC officials in November to conduct a comprehensive analysis of operations within the college that includes enrollment practices.

A team of two consultants presented their draft findings May 20 to the board of trustees. The 20-page report contains 18 recommendations that range from changing class scheduling to better accommodate students to considering closing health benefits for new hires upon their retirement.

The report “is a call to action for Monterey Peninsula College,” President Walter Tribley said in a report to the college.

“The analysis from these expert external consultants on the status of our college, coupled with our internal analyses, make clear the price of inaction,” he said.

The consultants reiterate what administrators have been saying for years: that a dramatic decline in enrollment, partially caused by changes at the state level, is to blame for the college’s fiscal situation.

But the consultants also say the fiscal situation is a symptom of greater underlying problems.

“It’s not causal but rather an outcome of other actions and inactions,” the report reads.

One of those underlying issues is class sizes, the report concludes. In order for colleges to operate efficiently, they need to have about 17.5 full-time “student equivalents” per teacher. At MPC, the ratio is about 14 full-time student equivalents per teacher.

Community colleges use full-time student equivalents as a metric to generate money because not all students attend college full time. In other words, two part-time students could be considered a full-time equivalent.

And for this formula to be achieved, classes need to have an enrollment of about 35 students, the report reads. This spring, the median class size at MPC was 19 students.

“The best way to address fiscal instability is to increase efficiency of our class size,” said Alfred Hochstaedter, president of the academic senate. The consultants “came to us, they told (us) the problem here and here’s the strategies you can (implement), this is what you can do to improve.”

The consultants compared MPC's "productivity" with four similar colleges, including Hartnell College in Salinas. With nearly 17 full-time students per teacher, Hartnell is the most productive, and generated a \$1 million surplus in 2015.

The report has elicited a wide range of viewpoints, observers say. Some representatives of the teachers union are skeptical.

Consultants "looked at enrollment management but did not take a hard look at the budget," said Alan Haffa, vice president of the Monterey College Teachers Association. "They accepted the budget at face value, and that makes all conclusions somewhat troubling."

Union officials have questioned the size of the deficit given the number of years the district has said it has covered it with one-time funds. They say district administrators have consistently said the college will face a deficit but they overestimate the size of said deficit, which makes it difficult to really pinpoint the reality of the situation.

"We don't have a real good picture of what the budget situation is," Haffa said. "We had asked for (Fiscal Crisis and Management Assistance Team) to conduct the review. Because they're a state agency, they're possibly more neutral."

Haffa does agree with the report as far as the college having no plan to move forward or increase student enrollment.

"The college initially laid off (teachers), then offered retirement incentives in 2011. We went from 121 full-time faculty to 100 faculty. That would have been an opportunity for the district, if they had a strategic plan, to reorient our class offerings and they did not do that," Haffa said. "We have known that the Marina campus under-performs. Classes there are below average size and there's no real plan for what to offer there ... Hartnell had one of those reviews in 2005 and they have set up a partnership with CSUMB, they have developed new programs in ag that meet the community needs. We have not gotten a grasp on either our budget or our enrollment systems and have just been reactive in cutting, cutting, cutting, without a plan to fix things."

The consultants recommended improving class efficiency by changing to block scheduling and eliminating classes that meet three times a week. It's a recommendation that has already been embraced by the academic senate, Hochstaedter said.

"We're in the process of discussing the draft recommendation," he said. "One aspect is block scheduling, that's been unanimously accepted. That's one place to point to with progress in the situation. (Other recommendations) are still under discussion, and will continue to be under discussion as the institution decides what to do with them."

Nick Souza

Nick Souza

Carmel Valley, CA

Nick Souza left this world on May 18th after 80 creative and joy filled years. He was well known as radio voice Nicolas G on KIDD and as a theater, video and cinema teacher at Pacific Grove High School, Monterey Peninsula College, and CSUMB. He was an actor, screenwriter, and director of videos and films throughout his life. He spent 10 years with the Monterey County Film Commission, serving on the board and as president. Nick loved his family and his home, playing his ukulele, traveling, and riding his motorcycle. He is survived by his loving wife, Nancy Souza, his children and grandchildren, and many friends. Please come celebrate his life with us at The Center for Spiritual Awakening in Pacific Grove on

June 11 at 10 a.m.

View the online memorial for Nick Souza

Published in The Monterey Herald on June 5, 2016

Jean Grace(1935 - 2016)

Jean Grace

November 21, 1935 ~ May 25, 2016

Formerly of Carmel-by-the-Sea, CA

Born Nov. 21, 1935, in Los Angeles to an English mother and a German father, and raised in the Hollywood Hills, Jean Grace — an adventurer who found challenges and satisfaction in science and geography, as well as sailing, teaching and writing — passed away May 25 after devoting decades of her

life to the City of Carmel-by-the-Sea, including two terms as its mayor.

Although it would be years before Carmel became her permanent home, Jean recalled falling in love with the village at the age of 12, during a sightseeing trip with her parents.

"We stayed in a cabin on the Big Sur River, and I knew then that one day, I would live here," she said during an interview for the Carmel Residents Association, one of the organizations to which she devoted her energy and time.

But she would first travel the world. At the age of 18, she was hired to cook aboard a 110-foot, two-masted schooner that was bound for a two-year mollusk-hunting expedition for the Philadelphia Museum of Natural History — an experience she described as "life-changing" — and traveled some 6,400 miles at sea to Palau.

She then jumped to another seafaring job, painting decks on a freighter that eventually took her to Bikini, Yap, Truk, the Marshall Islands and Guam, where she joined another crew and went to Japan, staying awhile with a family in Kobe.

Back home, then in Newport Beach, she was on her own boat again when she met Richard McKean, and they married in 1956, built a 30-foot cruiser and lived on it for two years before selling it and moving to Hawaii. There, Jean went to university, studying geography, philosophy and anthropology, eventually graduating magna cum laude with a master's in Geology. Her two sons, Jock and Mark, were born in Newport Beach in 1957 and 1959, while her daughter, Trina, was born in Hawaii in 1961.

In 1978, having divorced and remarried while in Hawaii, Jean moved with her daughter from Hawaii to Carmel, where she would spend the rest of her life.

Jean devoted much of her efforts and energy to the Monterey Peninsula. In Carmel, she befriended Clint Eastwood while the two worked to repair beach stairways damaged in El Niño storms after he was elected mayor in 1986, and she followed him as mayor, serving from 1988 to 1992 and advocating for "freedom of information, sunshine laws and transparency." She was a key figure in the construction and completion of the beach bluff pathway along Scenic Road, and accomplished much for the city, including acquiring key properties.

Jean was also president of the Asilomar Corporation for California State Parks from 1993 to 1997, and held roles with the Robinson Jeffers Tor House Foundation, the Henry Miller Library Board and the Big Sur Land Trust, for which she also worked.

She was a director for what would become the Point Lobos Foundation and was a docent and volunteer in the state reserve, and worked for Carmel's Harrison Memorial Library, was a field officer for the Monterey Bay Unified Air Pollution Control District and sold real estate. Further, Jean taught geology and geography at Monterey Peninsula College for 19 years, and had numerous poems and other writings published throughout her life.

As busy as she was, she took time to enjoy exploring the area on foot or on a bicycle, beachcombing, hiking, gardening, and engaging in and creating art.

She lived in her diminutive book-lined cottage up until the last few months of her life, when she moved to Cedar Lane Senior Care Home in Montara. Jean is survived by her sister, Lyn Smiley, of Costa Rica; her three children, Jock, Mark and Trina; and her grandchildren, Ryan and Samantha.

The family is planning a beach service in Jean's honor, with a date to be determined, and anyone interested in details can email trinach@comcast.net. Memorial donations may be made to the Point Lobos Foundation; the Big Sur Land Trust; and Cedar Lane Senior Care Home, c/o Rosa Diaz, P.O. Box 370056, Montara, CA 94037.

View the online memorial for Jean Grace

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