



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

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

**REPORTS AND PRESENTATIONS**



## EXECUTIVE DIRECTOR'S REPORT TO MPC GOVERNING BOARD OF TRUSTEES

June 22, 2016

### FUNDRAISING

1. **Total Monthly Donations Received in May 2016:** \$58,230.

2. **President's Circle Campaign**

The 2016 President's Circle (PC) campaign kick-off breakfast meeting is scheduled for June 20, 2016 at 8:30am. We will be meeting with PC Ambassadors and preparing them to help with PC solicitations later this summer. So far this year, we have raised over \$50,000 for this campaign towards our \$250,000 goal (and we haven't officially started yet)!

3. **Business Partnership Program**

Our Business Partners program encourages local, regional, and national businesses to invest in MPC. We have raised \$21,000 in unrestricted funding through this program so far in 2016. Business Partners receive year-round recognition on various publications and at events, including the President's Address to the Community.

4. **Grants**

Since January 2015, we have submitted 14 grant proposals and will be submitting another by the end of this month. Most recently, two proposals were funded by the Chapman Foundation; one to supplement the Upward Bound program, and another to continue the College In Sight project, which involves encouraging local high school students to attend college.

In May 2016, the Foundation submitted a grant on behalf of MPC for a five-year, \$3.5 million Hispanic Serving Institutions (HSI) Science, Technology, Engineering, and Math (STEM) grant. We hope to hear back by September 2016. A number of faculty and administrators were involved in developing the project, which is titled "STEMtronics."

### EVENTS

1. **2<sup>nd</sup> Annual Lobos Booster Club Golf Tournament**

The Lobos Booster Club will hold a golf tournament on August 5, 2016 at the Del Monte Golf Course. The tournament will feature MPC student athletes hosting a variety of games and activities throughout the course. Registration is available online at [www.mpcfoundation.org/golf](http://www.mpcfoundation.org/golf).

2. **Save the Date: 3<sup>rd</sup> Annual Rubber Chicken Drop**

Back by popular demand, the Booster Club will hold its infamous Rubber Chicken Drop Raffle during half-time at the November 5, 2016 football game (vs. Hartnell College). Tickets will go on sale at the beginning of the Fall semester.

### COLLEGE SUPPORT

1. The Foundation recently helped to fund a large group of biology students to attend the Biotech Convention in San Francisco, along with Dr. Durstenfeld and Dr. Tribley. Students were able to network with the 1,500+ companies that were represented there, as well as a Vice President from the UC Presidents' office. They also left with bags filled with swag. Dr. D commented that this exciting opportunity "was a game changer for each and every one of us."
2. The Foundation has accepted 84 local high school students into the Evans College Incentive Program. Awardees will receive a total of \$4,500 in scholarship funding during their time at MPC, in addition to a variety of supportive services. We are working closely with Student Services to coordinate summer workshops to help the students with the application and registration processes.

### ADMINISTRATION

1. The Foundation's Executive Committee will meet June 15, 2016.
2. The next Foundation Board Meeting will be Wednesday, August 17, 2016.

## Governing Board of Trustees June 22, 2016 Academic Affairs Report

Monterey Peninsula College received and implemented a variety of grants during the 2015-16 academic year. These grants enabled the faculty, staff and administrators to be innovative, creative and pilot new instructional and academic support activities to build stronger programs and continuously improve the retention, completion and success of our students.

### 1. **Basic Skills Initiative (BSI):**

MPC received \$180,000 in 2015-16 for the two-years. Another allocation of \$90,000 is expected for 2016-17.

During the 2015-16 academic year, BSI funded several projects to strengthen academic support for students in Basic Skills courses. They included:

- **Distance Education Tutoring Pilot Project** providing on-line tutoring services via audio/video 1:1 sessions to basic skills math students (Math 263 and below), who did not previously have access. (Summer 2015)
- **BSI SCORE+ Summer Bridge Program** was an intensive two-week counseling/math summer bridge program for 22 new/incoming MPC students who assessed into the Math 351 level (funded by BSI and EOPS). (Summer 2015)
- **Supplemental Instruction (SI)/Embedded Tutor Pilot Project** providing academic assistance designed to increase student performance and retention for Basic Skills math and ESL students at the Marina Campus. 36 math and 30 ENSL students were assisted. (Spring 2016)
- **Math Learning Center (MLC) Basic Skills Topics Worksheets Project** created worksheets that basic skills students can use as a tool to review basic skills math concepts. (Spring 2016)

Along with providing these academic supports to students, there were several professional development opportunities provided to build institutional capacity and enhance the skills and talents of our faculty. They included:

- **On-Course I Workshop** (1 math faculty)
- **Basic Skills Transformation Funding Workshop** (1 math, 2 English faculty)
- **National Association of Developmental Education's Annual Conference** (1 math faculty)
- **Supplemental Instruction Training Workshop** (1 Reading Center staff person)
- **California Reading Apprenticeship Conference** (1 Reading Center staff person)
- **Community Colleges Basic Skills & Student Outcomes Transformation Program** (1 administrator)
- The BSI committee successfully submitted an application to participate in the **California Acceleration Project Design & Development Institute** in Fall 2016; MPC will send a team of 2 math faculty, 3 English faculty, 2 ESL faculty, 1 counselor, and 1 administrator.

### 2. **Silicon Valley Engineering Technology Pathway (SVETP) Regional Consortium:**

MPC is a member of the Silicon Valley Engineering Technology Pathway (SVETP) Regional Consortium, funded by the \$13 million California Career Pathways Trust grant (CCPT). The four-year CCPT grant to nine community colleges supports developing partnerships between community colleges and their local high schools, state universities, workforce investment

boards, and local industry to build career pathways to prepare students for careers in computer science, engineering, and biotechnology. MPC will receive \$400,000.

- During the first year of the grant (2015-16), the faculty and staff focused on building the foundation of a strong STEM-focused Computer Science pathway emphasizing strong math preparation, supplemental instruction to support student success, internship opportunities, and alignment with CSUMB's Computer Science program for transferring students.
- Through this grant project, a student support specialist has been hired to recruit 20-25 students for the first cohort this fall.
- Faculty in Math and Computer Science are contextualizing math curriculum to illustrate the connection between math problem solving and applications in Computer Science.

**3. AB104 Adult Education Grant:**

This grant supports the adult educational centers in Monterey, Pacific Grove, Seaside, Marina and Carmel. MPC is the fiscal agent receiving \$750,000 annually. Accomplishments include:

- Developing educational pathways for students from adult education centers to MPC
- Providing basic English classes with no fee to students at the adult schools
- Increasing opportunities for high school diploma and certificates programs
- Providing free transportation for students in need at participating adult schools

**4. Nursing Enrollment Growth Grant:**

This \$135,287 grant enables the college to enroll 8 additional students into a high demand program. The grant enables the college to:

- Provide faculty supervision, instructional supplies and materials for 8 additional students to enroll in first and second level clinical instruction

**5. Nursing Song-Brown Capitation Grant:**

This two year grant of \$40,000 enables the Nursing program to:

- Revise and update Nursing curriculum to ensure easy progression of students through program
- Provide replacement equipment and supplies for students to ensure familiarity with industry-related skills and technology

**6. Nursing Barnett-Segal Charitable Trust (\$7,836), Ongoing**

This is an ongoing grant for \$7,836 to recruit and support men in the Nursing program.

**7. Perkins Allocation:**

This is an annual allocation to enhance career technical educational programs and support "special population" students. In 2015-16, MPC received \$156,643. These funds were used to:

- Purchase and provide access to textbooks through a checkout system
- Increase capacity and increase enrollments in CTE courses through additional workstations.
- Provide study sessions and support for pre-nursing students to increase student success
- Provide students hands-on practice and access to relevant equipment/materials/software from their industry to increase employability
- Present scholarship/resume/industry-related workshops for students

**8. CTE Transitions Grant:**

This grant supports the development of articulation agreements between feeder high schools and community college to support seamless transition of students. In 2015-16, MPC received \$45,199. The accomplishments included:

- 6 new articulation agreements were developed, 4 are ongoing, and 5 existing articulation agreements were updated.
- 5 big articulation events and 5 small events/local meetings were held during the academic year bringing high school CTE students, faculty, administration, and counselors to MPC to build pathways

**9. CTE Enhancement Grant (\$154,913) State, One-time, One year**

The college received \$154,913 to build and enhance CTE program at the college. The college used these funds to:

- Create program options/certificates for Nutrition students
- Provide 1 new workstation to increase capacity of Automotive Technology shop.
- Update classroom supplies and materials to offer students hands-on experience with industry-related technology and skills, increasing their employability
- Work with industry partners and advisory committees to create internship and employment opportunities for students

**10. Nursing Assessment, Remediation and Retention Grant:**

The college received \$57,000 from the state to:

- Support students needing remediation to improve completion.
- Give students hands-on practice and access to relevant equipment/materials/software from their industry to increase employability

**11. SB 1070 Southwest Pathways Grant (\$30,420)**

The college received \$30,420 from the state to:

- Align and develop articulation agreements with high schools, adult schools, and ROPs to ease student transitions from one school to another, and within educational programs
- Develop career pathways for students. 2 pathways were created in 2 programs: Small Business and Health Careers (including Medical Assisting, Nutrition, Dental Assisting, and Human Services)

### **Year-End Ceremonies**

The end of the Spring semester at MPC was full of lively and festive celebrations. A few of the many celebrations were the:

- CDC Preschool Cap and Gown Graduation
- Veteran's Recognition Ceremony
- 15th Annual Latino Recognition Ceremony
- African American "Rites of Passage"
- CDC Graduation
- Asian Student Association

At this year's Commencement Ceremony 286 candidates RSVP'd for graduation, candidates walked across the stage at the MPC stadium and received their diplomas. Special recognition is extended to the Graduation Committee, under the leadership of Nicole Dunne, for coordinating a successful graduation event.

### **SCORE+ Summer Bridge Program**

SCORE+ is a two week Summer program to assist incoming and current MPC students transition and find success in their academic careers. Students will participate in Math preparation activities as well as important counseling workshops to transition students to the MPC learning environment and give them knowledge about the many resources available for their educational and personal growth and success. This year's program begins with orientation on Saturday June 18, and two sections on June 20-July 1 and July 18- July 29.

### **Student Success and Support Program (3SP)**

The Student Success and Support Program is implementing an Ambassador program. The MPC Lobos Ambassador program is a leadership program that offers MPC students the opportunity to represent and promote MPC to prospective and current students, their families, and other guests. Lobos Ambassadors are current students and play an important role in connecting new students to MPC. They serve as MPC representatives throughout the district community and, through sharing their personal experiences at MPC, help to inform visitors to the college about what it is like to be an MPC student.

Another new project that has been developed in the 3SP office is "Join the Pack!" day at MPC. The event will be held on Saturday July 30<sup>th</sup> from 10am to 2pm. Events on the day will include:

- Tours of Campus
- Student Panel
- Department and Program Presentations
- Financial Aid Workshops
- Application Workshops
- Orientations, Assessments, and Schedule Building Workshops
- Help with registration for Fall 2016 courses
- Games and activities for kids of all ages
- Music
- Food
- Lobos and MPC merchandise for sale

## **Student Health Services**

Student Health Services is offering a Drop-in Support group for students to provide an opportunity for students to explore personal issues with peers in a supportive setting. Presenting issues vary widely and often include concerns about managing stress, adjusting to college life, depression, anxiety, difficulties relating to/accepting self or others, issues of family conflict, etc. Students who want to resolve specific concerns as well as those seeking personal growth are welcome. This group allows students the chance to get their peers' perspectives on various issues, and recognize that they are not alone.

## **EOPS Outreach**

Collaborated with Evans Scholarship Program to provide recipients with maximum available "wrap around services"

NOW Day an integrated orientation of EOPS eligibility and services, financial aid (FAFSA BOGFW & Scholarships) College Success 101 information, along with Student Life Tabling (Partnered w/ASMPC, SFS, Student Health Services) students shared in a BBQ Lunch while visiting club and service tables and getting student body cards.

Partnered with the MPC Foundation to offer a Former Foster Youth Scholarship

Participated in Marina High's College Night

Participated in Bright Futures for Monterey County Students Counselor Convening

Hosted an MPC Campus Tour/Presentation for North Monterey County High School Seniors on MPC's Transfer Day

Hosted an MPC Campus Tour/Presentation for Central Coast High School Students

Hosted an MPC Campus Tour/Presentation for Local High School Men's and Women's Basketball Teams

Hosted Learning for Life Charter School for an MPC Campus Tour/Presentation

Member/Participant of Monterey County Office of Education Foster Youth Advisory Group Meetings

Provided/facilitated essential college matriculation services to Central Coast High School students (regularly scheduled twice monthly office hours and specially designed workshops)

Presented at Monterey County Office of Education Foster Youth Training workshop (MoCo Secondary Counselors, Registrars & Administrators)

Hosted Seaside Middle School for an MPC Campus Tour/Presentation (Ms. McKenna's 8th Grade Language Arts students)

Tabled and Presented at North Monterey County High Schools Achieve UC/College Event

Tabled and participated in the Rancho Cielo Graduates Career and Resource Fair (Monterey Plaza Hotel)

Presented to Rancho Cielo 2016 Culinary Graduates (at the Ranch)

Tabled and Presented at the Monterey County Office of Education Graduate and Resource Fair (Blanco Cir. Office) for County-wide graduates.

**Draft Academic Senate Annual Report 2015-2016**  
**Fred Hochstaedter**  
**Adopted by the Academic Senate May 19, 2016**

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.”

As is usually the case, the Academic Senate recognized some of the issues it would face and developed goals to address them. Other issues were not anticipated, but resulted in Academic Senate action as it addressed the academic and professional matters that they involved. The following paragraphs first address those issues the Academic Senate anticipated and developed goals to address, and then move on to those issues it did not anticipate.

**Accreditation Participation and Review**

Goal: Review drafts of the accreditation self-evaluation that will be written this academic year



1. Review accreditation documents as part of the shared governance process and provide feedback to the Accreditation Self-Evaluation Steering Committee.
- ✓ In the fall, the Academic Senate reviewed drafts of the accreditation self-evaluation and provided feedback to the Accreditation Steering Committee.

### **Committee Handbook**

Goal: Review and revise (or just completely start over) the MPC Committee Handbook

1. Research and record the following for each committee
    - a. Membership
    - b. Charge
    - c. Meeting times
  2. Report on the findings to shared governance groups
  3. Post the Handbook in some accessible location
- ✓ The chair of the Committee on Committees began work on this goal. As work with the Collaborative Brain Trust consultants began, it became clear that an evaluation of committee structure and a sharpening, or even redefining, of some of the committee's charge and purpose would be a significant outcome of the evaluation. As a result of this work, we expect each committee to review and potentially revise their charge and bylaws. Consequently, it seemed that development of a committee handbook would best be accomplished in concert with this expected upcoming review. As committees review their bylaws in order to mesh with the new organization, it would be a natural time to review committee membership as well, and provide this information to the Committee on Committees.

### **Flex Day Planning and Execution (Flex Planning Committee)**

Goal: Continue to organize flex day events that are perceived as engaging and useful by MPC personnel.

1. Ensure that the Flex Committee has faculty representation
- ✓ Flex day events are ongoing and continue to be generally well received as indicated by the flex surveys run after each flex event.
- ✓ Heather Craig continued to excel in a leadership role for the flex committee.
2. Receive regular reports from the Flex Committee
- ✓ The Academic Senate heard regular reports about both the planning of the events and the evaluation of the events.
3. Endorse and approve the general plans and the schedules for the Spring 2016, the April 28th, and the Fall 2016 Flex Day events
- ✓ MPC faculty members James Lawrence, DJ Singh, Monika Bell, and Sunshine Giesler delivered a panel keynote address in Fall 2015, and Elias Kary delivered a keynote address in Spring 2016. Both were well received. We collectively learned more about MPC CTE programs from the panel, and how an anthropologist from another culture might view MPC. Both presentations were humorous and insightful.
- ✓ We continue to have strong support for the breakouts. The distance education series offered by the Institutional Committee on Distance Education continue to be well attended. In fact, it seems there is more competition than ever to secure a valuable breakout slot on the flex schedule.

### **ASCCC Representation (ASCCC Delegate)**

Goal: Represent MPC in ASCCC Plenary Sessions and other matters

1. Attend ASCCC Plenary Sessions
  2. Receive reports from the ASCCC delegate and provide feedback so that the delegate can accurately represent MPC
  3. Remain informed on state-wide issues affecting the California Community Colleges
- ✓ Paola Gilbert continued to do an excellent job as ASCCC representative. She attended the Fall and Spring Area B meetings, as well as the Fall and Spring ASCCC Plenary sessions.
  - ✓ Paola kept the Academic Senate informed on a variety of issues affecting community colleges statewide. Some of these included:
    - o The ASCCC take on potential changes to the accreditation agency
    - o Open educational resources
    - o Minimum Qualifications, particularly in CTE areas, and equivalency
    - o Processes for board policy and procedures

### **Review and respond to various plans such as AB 86, Basic Skills, 3SP, and Student Equity**

Goal: Provide input to the institution about plans that need Academic Senate approval

1. Receive regular reports from appropriate committees about progress on their plans
  2. Provide feedback to drafts plans as appropriate
  3. Approve plans if necessary
- ✓ The Academic Senate heard and approved plans developed by the Director of Student Success for 3SP and Student Equity, as well as the annual report from the Basic Skills Committee

### **Review and respond to reports and/or plans from the Learning Assessment Committee**

Goal: Improve the quality of course and program assessments at MPC

1. Support professional development opportunities
  2. Review plans and guidelines for quality SLOs and assessment
- ✓ The Academic Senate approved the charge for the Learning Assessment Committee (LAC) and appointed five faculty members to serve on this committee
  - ✓ During the beginning of the Spring 2016 semester, the Academic Senate approved a plan from the LAC to Establish Systematic Assessment of Course and Program Outcomes. The main goals of this plan were to
    - o Follow systematic, ongoing cycles for course and program assessment
    - o Ensure all scheduled courses are assessed
  - ✓ The Academic Senate had opportunity to review progress on this plan late in the Spring 2016 semester, but decided that other matters, including recommendations from the CBT work groups, held higher priority.

Following are efforts that the Academic Senate did not anticipate at the beginning of the year.

### **Collaborative Brain Trust Recommendations**

The Academic Senate interacted with the CBT effort in a number of ways. It collaborated with the College Council to appoint faculty members to a Scheduling and Enrollment Management Work Group. Another couple of CBT work groups, which focused on governance structure and

the planning and resource allocation process, were staffed by position rather than asking for membership by constituency.

Upon the request of several faculty members, the Academic Senate heard about issues with scheduling efforts widely spread across the college. Rather than take action immediately, the Academic Senate waited for the recommendations from the CBT work group for consideration. The CBT work group recommendations included a block schedule where most typical three-unit courses would be taught on a MW or TTh schedule, and a scheduling timetable that would allow all participants to anticipate when each step in the process would take place. Embedded in this timetable was analysis of efficiency data such as FTES/FTEF ratios that would help determine which classes would be included in the schedule. Improvement in classroom efficiency was emphasized throughout the year by both administration and the CBT consultants as the most important improvement needed to address the structural deficit. The Academic Senate had this issue on the agenda for the last meeting of the year, but unfortunately ran out of time in the meeting due to spirited discussions on governance and institutional decision-making.

The Academic Senate considered recommendations from the CBT work group on governance and decision-making processes. The work of this workgroup provided clarification on accountability and roles of committees, as well as norms that committees should operate under. A principal recommendation of the workgroup was to transfer some of the current responsibilities of the College Council into a new committee called the Planning and Institutional Effectiveness Committee, and to leave the rest of the duties with the College Council but adjust its charge and change its name to the President's Advisory Committee. This recommendation was referred to as #7 and #8 in a "Recommendations" handout provided by the workgroup. The Academic Senate read draft versions of the documents and provided valuable feedback that was subsequently incorporated into later versions. At the last meeting of the semester, after spirited discussion, the majority of Academic Senate representatives voted for a statement that read (please see the 5-19-16 agenda for links to the referenced documents):

The draft document (*Resource Guide to Institutional Decision Making at MPC 2016*) has been reviewed, and the Academic Senate would like more clarity on #7 and #8 (from the "Recommendations" handout, provided by the Decision-making Review Team) prior to approval. We feel there is a need for further campus wide discussion.

### **Distance Education Learning Management Systems**

In response to decisions by the state-wide Online Education Initiative, the Academic Senate appointed the Institutional Committee on Distance Education to consider a potential move of its Learning Management System from Moodle to Canvas. The Institutional Committee on Distance Education carefully considered the proposed move produced an extensively detailed document explaining its recommendation to make the switch to Canvas. The Academic Senate endorsed the committee's recommendation to make the switch from Moodle to Canvas. In general, the Academic Senate was impressed with the thoughtfulness that the committee put into its supporting document; it could serve as a model for data-informed decisions at the college.

### **GE Area Description Revision**

The Academic Senate collaborated with the Curriculum Advisory Committee to revise the descriptions of the MPC GE areas. This effort was instigated by faculty members who teach in the Area F, Intercultural Studies, who pointed out that the description was outdated and would exclude courses that should really be included in this area. Examination of the descriptions of all of the GE areas revealed that the document needed to be revised because Title 5 language had been updated and because some of the sample student learning outcomes that help describe the GE areas were poorly written. In a collaborative effort that solicited input from all areas of campus, faculty members from both the Academic Senate and the Curriculum Advisory Committee oversaw a revision of the document. The document was successfully used in the Curriculum Advisory Committee's annual meeting to assign courses to GE areas late in the Spring semester.

### **Implementation of 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."