MPC

MONTEREY PENINSULA

COLLEGE

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD OF TRUSTEES

REGULAR MEETING
WEDNESDAY, DECEMBER 20, 2017

NEW BUSINESS

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. A

<div align="right">

Superintendent/President
College Area

</div>

Proposal:

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

Background:

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

On December 20, 2017, Dr. Tribley will provide to the Board of Trustees his monthly progress report on Monterey Peninsula College's efforts to address the ACCJC's recommendations.

Budgetary Implications:

None.

☒ **INFORMATION:** Accreditation Recommendations – Progress Report

Recommended By: Dr. Walter Tribley, Superintendent/President

Prepared By: _Shawn Anderson_

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

Agenda Approval: _Walter A Tribley_

Dr. Walter Tribley, Superintendent/President

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (10) RECOMMENDATION HAS BEEN MET)
1	In order to meet the Standards, the team recommends that the College completes the implementation of **TracDat** and begins to assess learning outcomes for all **instructional programs and student and learning support services** as well as **disaggregating and analyzing** learning outcomes and achievement data for subpopulations of students, and when the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)	• PRIE • LAC	• TracDat was implemented for Course Reflections effective January 2017. • TracDat planning for Service Area Outcomes (SAO) assessment is in progress in spring 2017. • Mechanisms for completing program of study-level outcomes (PLO) assessment in TracDat (including SLO-PLO mapping) is in progress in spring 2017. • The PRIE committee has established initial tasks related to disaggregation of learning outcomes, identification of performance gaps, and evaluation of strategies to address gaps. Work groups for the tasks are being formed during the week of 4/17/17. • SAO template created for Administrative offices. Student Services has begun inputting • End of Summer 2017, President's office, Human Resources, IT and Office of Academic Affairs will have SAOs complete • Program of Study Assessments will be done during Fall Flex "Program Reflections" for an hour and half. • Program Review templates for Academic Affairs, Student Services, and Administrative services have been created in the TracDat/IPA interface using existing Program Review forms as a model. Adjustments to the templates to take advantage of TracDat/IPA's data display capabilities are in progress as of June 2017. This action also supports recommendation 4, below, as it will help create a link between student achievement/learning data and planning through the Program Review process. • The PRIE Committee has identified subpopulations of students relevant to the College mission that can be used to disaggregate student achievement and

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			learning data. The subpopulations can be viewed through the broad lenses of students' self-identified educational goals, student demographics (including categories related to the Student Equity Plan), and course attributes (e.g., instructional modality, campus location, time, etc.) • The PRIE Committee has developed a working definition of "performance gap" and a strategy for mitigating gaps when they are discovered. The PRIE Committee's general instrument for evaluating the effectiveness of its processes can be used to evaluate the effectiveness of these strategies as needed. • The instructional tri-chair from the PRIE Committee has launched a project to test the feasibility of using Canvas and TracDat together in order to collect and disaggregate student learning data. • A tool for visualizing outcomes assessment progress has been set up and is being beta-tested by the TracDat team with a goal of campus-wide roll-out by mid-September. • The Office of PRIE released a Course Assessment Dashboard, which allows quick visualization of course outcomes assessment progress without logging into TracDat. The Dashboard allows tracking of progress by the institution as a whole, by division, or by discipline. It also allows users to quickly drill down to find the names of individual courses that still need to be assessed. The dashboard has been shared with Division Chairs, and is currently available from the PRIE Intranet site. • LAC members led all but two divisions through and centered around PLOs (i.e., student learning outcomes for degree and certificate programs) at Fall flex. As a result of the activity, LAC has identified over 40 degree & certificate programs that appear ready for the initial cycle of PLO assessment.

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			• LAC members conducted PLO-mapping workshops for faculty representing 10 different disciplines during late October/early November. Additional one-on-one mapping sessions are planned for mid-November.
2	In order to meet the Standards, the team recommends the College develop a **process and calendar to assess College's progress and planning processes** in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)	• PRIE	• The Planning Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting. • The PRIE committee has established initial tasks related to developing a process & calendar for assessing the college's progress and processes. Work groups for the tasks are being formed during the week of 4/17/17. • PRIE has developed a format for a planning and evaluation calendar that shows when major institutional plans and processes will be evaluated over the next 10 years. The calendar includes evaluation of progress towards goals, as well as scheduled evaluations of the effectiveness of processes. • A PRIE workgroup has developed a first draft of guidelines that can be used to evaluate progress towards goals and effectiveness of processes. The first draft is on the agenda for discussion at the June PRIE Committee meeting (6/19/17). The PRIE Committee will test the guidelines using the recently finished Technology Plan as a pilot for an evaluation of progress toward stated goals and effectiveness of an institutional process. • Interim Dean of PRIE has been hired and joins MPC on July 1, 2017. • The PRIE Committee piloted a process evaluation survey with a group of individuals who worked on the recent Tech Plan. After the group took the survey, the PRIE Office provided a summary of results and debriefed the process with the Tech Committee. The PRIE Committee used the Tech Committee feedback to make improvements to the survey instrument. • The PRIE Committee developed a "readiness checklist" that can be used prior to beginning a process cycle (or launching a new process). The checklist is

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			intended to help ensure that measurable goals, clear communication, and support resources are in place before beginning a process. The PRIE Committee prototyped the checklist at its 11/6/17 meeting and made a few small adjustments. • The PRIE Committee agreed that the evaluation calendar and tools should be included in the Integrated Planning Handbook and linked to the PRIE Office Intranet site so that they are accessible to the campus at large. **RECOMMENDATION HAS BEEN MET.**
3	In order to meet the Standards, the team recommends the College **attain the sustainability level per the ACCJC rubric for Student Learning Outcomes (SLO) assessment by raising the percentage of courses** for which SLOs have been evaluated and **increasing the percentage of programs that have had PLOs assessed**. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)	Academic Senate LAC Curriculum Advisory Committee	• According to the LAC plan approved by Academic Senate, AAAG and CAC, all courses will be assessed by July 1, 2017 or be archived in CurricUNET. Only assessed courses will be included in the 2018-19 College Catalog. • Timelines for cycles of assessment have been established by LAC and endorsed by Academic Senate, AAAG, and CAC. • All instructional divisions have established course assessment plans for at least one program of study. • TracDat is in use for Course Reflections effective January 2017. • LAC has conducted TracDat training during Spring 2017 Flex, as well as at Division meetings in Social Sciences, Creative Arts, Physical Science, Physical Education, and Humanities. Thirteen (13) out of Sixteen (16) faculty in the initial training reported a positive change in their attitude towards Reflections/assessment. • As of March 2017, all divisions have completed at least one course assessment in TracDat. Anatomy and Astronomy have assessed 100% of their courses. 20 disciplines have assessed 75% of their courses. • Assessments for 75 courses taught in Fall 2016 have been completed, and 9

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			formative assessments have been completed for courses being taught in the Spring 2017 semester.
			• Academic Senate is helping to facilitate assessments (March 16, 2017).
			• At the February 15, 2017 meeting of AAAG, it adopted the following guideline: *"If a course has not been offered in the last two years, and if it is not being scheduled and offered within the next academic year, it should be archived in CurricUNET and deleted in the Chancellor's Office."*
			• Progress is being made in course SLO assessment:
			  • In March 2014, 181 out of 830 courses were reported as assessed (21.8%).
			  • In October 2016, 664 out of 1417 courses were reported as assessed (46.9%).
			  • In March 2017, 724 out of 1378 courses are reported as assessed (52.5%)
			  • In April 2017, 707 out of 1223 courses are reported as assessed (57.8%)
			  • In May 2017, 745 out of 1194 courses are reported as assessed (62.4%)
			  • In June 2017, 760 out of 1159 courses are reported assessed. (65.62%). The goal is to have 100% of our courses assessed by December 2017, and to also make progress on the assessment at the program level (PLO assessment).
			  • In July 2017, 772 out of 1157 courses are reported assessed (66.7%).
			  • In Aug 2017, 814 out of 1156 courses are reported assessed (70.4%).
			  • In Sept 2017, 868 out of 1156 course are reported assessed (75.1%).
			  • In Oct. 2017, 900 out of 1156 courses are reported assessed (77.9%).
			  • In Nov. 2017, 940 out of 1156 courses are reported assessed (81.3%).
			  • In Dec. 2017, 1004 out of 1156 courses are reported assessed (86.9%)
			
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			make progress on the assessment at the program level assessment. **Courses that have not been assessed will not be scheduled effective fall 2018. The schedule development process for fall 2018 has just begun.**
4	In order to meet the Standards, MPC needs to **engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation** into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning needs to be linked to short-range and long-range needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, ER19)	PRIE	• The Planning Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting. • PRIE has identified initial tasks related to the development of a broad-based system of integrated planning, resource prioritization, and resource allocation. Work groups are being formed during the week of 4/17/17. • Discussions of how to time activities related to program review and resource prioritization in order to integrate needs & data emerging from the plans into resource allocation with budget development activities are underway as of the 4/17/17 PRIE committee meeting. • Nine (9) PRIE committee members attended an IEPI Integrated Planning workshop on 4/19/17. • PRIE has drafted a process for prioritizing resource requests that emerge from program review and analysis of student learning & achievement data. The prioritization process is intended to link resource requests to the resource allocation and budget development processes. PRIE is actively soliciting feedback on the process from College committees and governance groups, with the goal of having the new process ready for fall. • The Executive Committee approved a PRT Team, a resource team to assist PRIE in Fall 2017 with IEPI. • The Interim Dean of PRIE has been hired effective July 1, 2017. • PRIE has gathered substantive feedback from campus committees on its proposed process for prioritizing resource requests. Final adjustments to the process will be discussed at the June PRIE Committee meeting (6/19/17), with

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			the goal of recommending the process to the S/P for implementation in the fall 2017. • First draft of the prioritization and allocation process has been written. • Structure for Program Review has been developed. • Drafts of a timeline and narrative to accompany the Resource Prioritization and Allocation diagram have been developed and are in discussion at the PRIE Committee. • A workgroup from the PRIE Committee has met to discuss improvements to Program Review practices, with a goal of developing a program review process that allows greater interaction with program-level student achievement data. Improvements are in progress as of 8/9/2017, with a goal of having a first draft of the instructional program review template on the agenda at the 8/21/17 PRIE Committee meeting • The PRIE Committee has drafted a template to use in the annual action plan process. The template links assessment of student learning and achievement data to unit planning (including program review), prioritization, and resource allocation. The template also links resource needs to institutional goals and educational master plan support documents to further effective integrated planning efforts. The first draft and direction of the template were approved at the 10/2/17 PRIE meeting, with a goal of launching for campus action plan processes in late October. • The PRIE Committee conducted a "readiness assessment" for the action plan template and associated forms and support documentation at its 11/6 meeting. Final adjustments to the templates were discussed, and the committee recommended a timeline for completion. Forms will be sent to all units/depts. the week of 11/6.

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5	In order to meet the Standard, the team recommends the College develop a process to ensure **student complaints** can be logged, resolved, reviewed, and analyzed for improvement. (Standard I.C.8)	Student Services Council	• The MPC Administrative Procedures (AP) are being reviewed to replace existing language in the current catalog defining complaints vs grievances
			• A full student complaint log was developed prior to the on-site visit and was provided to the on-site team. Will continue to review process for improvement.
			• Student Services has a team lead by Dr. Kim McGinnis (Larry Walker, Nicole Dunne, and Lyndon Schutzler). The team reviewed responses from other colleges, created a new template with a column for improvements, and is adding additional categories of student complaints to the log.
			• Reviewing all academic council petitions over the last five years. Pulling out petitions on residency and dismissal to look for trends and patterns. This task to be completed by April 30, 2017.
			• Moving forward, will revise the college catalog to remove the complaint section in catalog. The current Grievance Procedure will be the process to log and address student complaints.
			• Added an additional column, Analysis and Improvement, to the existing log that tracks the result of evaluations of our complaint processes and indicates what revisions/modifications/improvements we are making to the process.
			• Student Discipline procedures, Student Rights and Grievances, and Complaints sections of the catalog have been revised
			• Student readmission information for the past six years (2010-2016) has been obtained from IT. The information shows the following:
			   o 1918 student petitions for readmission
			   o 1899 "approved" petitions
			   o 13 "denied" petitions

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			o 1 no action o 5 pending additional student information • Academic Council petitions reviewed for past six years (2010-2016) and analyzed for improvement. A narrative is being formulated to address what changes have been instituted that resulted in a decrease in the number of residency related petition to the academic council. • Student Services will have a meeting analyze the data with the goal of completing this Recommendation by the end of June 2017. • The College Catalog has been updated to include this information. **RECOMMENDATION HAS BEEN MET**
8	In order to meet the Standards, the team recommends the College conduct **regularly scheduled library surveys** of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior and experience, and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)	Office of Institutional Research Library Division	• Library faculty/staff have developed a survey instrument with assistance from the Director of Institutional Research, with a plan to administer the survey to students and faculty at the Monterey, Marina, Seaside, and online locations prior to the end of the spring 2017 semester. • A link to the Library survey was emailed to all students on 4/18/17, and will be emailed to MPC faculty and staff between 4/19/17 and 4/21/17. • The survey closed on 5/7/17. The Office of Institutional Research has delivered the raw results to the Library Division, where the initial review of emerging themes has begun. Goal to complete this Recommendation by Fall Flex 2017. • Library personnel have completed an initial review of the survey data and have identified several general areas where improvements can be made. A written report of the results and initial recommendations for improvements is in progress as of 6/16/17. • The Spring 2017 Library Survey identified areas for improvement in Library

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			programs and services, which are reflected in the Library's 2017-2018 goals. The Library will continue to conduct a similar survey on an annual basis to gather feedback on programs and services to guide planning for continuous improvement. • Library faculty, staff, and administrators met to conduct Program Reflections on 8/26/17. Results of the Spring 2017 Library Survey were used to guide the conversation about 2016-2017 accomplishments to set goals for 2017-2018. • As a result of discussions in spring 2017, the Library hours have been expanded by 2 hours each day. The Library will now close at 9 pm Monday-Thursday, and at 4 pm on Fridays. **RECOMMENDATION HAS BEEN MET**
9	In order to meet the Standards, the team recommends the College **improve its evaluation process of student support and learning services** to include discussion of services offered at **all centers and for distance education** based on robust Service Area Outcomes and SLO assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1, II.C.2)	Student Services Council	• Full review of student services at the Centers and for distance education is in process. • A team lead by LaKisha Bradley (Larry Walker, Grace Anongchanya, Alethea DeSoto, Nicole Dunne) met to define the available services at outreach centers and online. • Counseling through online "Cranium Café" is being provided. Counselors are going through training to serve students through this means at all physical sites and online. • Research Office will develop a survey for all four campuses to cover students' awareness and usage of student services, their satisfaction with service levels, and their needs for additional services. Survey will be conducted during the early/middle of the fall 2017 term. • Service Area planning and assessment will be included in TracDat. Team will be working to update the Student Services Program Review Calendar and

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			develop a cycle for program level outcome assessments. • Data in SARS Track was reviewed to identify traffic levels and requests for counseling support at the Marina Center. Discussions are in progress to identify increased counseling support at the Marina Center to accommodate these traffic hours, an expected increase in student traffic as a result of the implementation of the ACE (Dual Admissions with CSUMB) program, and increased general education course scheduling for Fall 2017. The college will double the number of counseling hours in Marina in Fall 2017 compared to Fall 2016. • All Student Services Meeting occurred on May 5th. Program Review was discussed. Areas covered included: program review calendar, assessment cycle, and program review template and components; transition from Program Reflections to TracDat; review and identification of current SAOs/SLOs; also the need to include evaluation of service delivery to four MPC campuses (Monterey, Marina, PSTC, Online). • Student Services has identified a division wide SAO: We will provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community. Programs will add additional SAOs as needed. • Student Services developed an updated Program Review Timeline and an SAO schedule/timeline for all Student Services Programs. • Student Services representatives are on the PRIE committee that is updating and reviewing the Program Review processes and template at MPC to ensure that it reflects the evaluation of services based on SAOs and consideration of support at all MPC campuses.

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			• Survey for student services has been developed and will be administered in early/mid Fall. • A series of focus group meetings were conducted to collect data about student experiences in order to better support students. • Dean of Student Services has been hired effective July 2017 and will be located at the Marina Center. • Survey was launched on September 11. Emails were sent to students inviting them to provide feedback on student services at the Monterey, Marina, PSTC, and online campuses. There are also additional questions regarding food service and transportation for Marina campus respondents. • Student Services Program Review Template team met. Identified a set of Program Review templates from other colleges to review for development and incorporation into the new MPC Student Services Program Review template. **RECOMMENDATION HAS BEEN MET**
13	In order to meet the Standards, the team recommends the College create a **Human Resources staffing plan** to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and are interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, ER 8)	HR Cabinet	• Cabinet members presented a high level staffing plan to the college in August 2016. • Collaborative Brain Trust Consulting Firm has been identified to prepare the HR Staffing Plan. The contract will be presented to the Board of Trustees June 2017 meeting for approval. • CBT contract was approved and initial data gathering has begun. • August 2017, data submitted to CBT. • Data has been requested from compatible colleges.

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14	In order to meet the Standards, the team recommends the College **regularly and consistently conduct employee evaluations** for all employee groups.
	
	The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, **as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning.** (Standards III.A.5, III.A.6)
		HR
		
		Cabinet
		
		Negotiations
			• Full-time and part-time faculty, and classified staff evaluations are being regularly and consistently conducted.
			• Administrative and Executive evaluations are being tracked and will be completed more regularly and consistently in spring 2017 and on.
			• HR is compiling data on outstanding evaluations.
			  • Full-time faculty evaluations for 2016 have been completed.
			  • Some adjunct faculty, classified, and MSC evaluations are still to be completed.
			  • We are striving for 100% completion by June 2017.
			• Second part of the recommendation is in negotiations at this time.
			• The District has proposed changes to contract language to MPCTA to include assessment in the self-evaluation.
			• The District and CSEA have negotiated and agreed on tentative language
			• The MSC evaluation process now includes the appropriate language.
			• Evaluations of Administrators, Division Chairs, Faculty and Staff are being completed and forwarded to HR to meet the June 30, 2017 goal.
			• Evaluations completed: Adjunct Evaluations Fall 2016 -73%; Classified 2016-92%; Managers and Administrators 2017-78%; Confidential 2017-80%
			• Tenured-Track completed – 100%, tenured evaluations will be completed at the end of August.
			• Spring 2017 Evaluations
			  • 68% Adjunct evaluations completed. Due to HR the 6th week of the following semester (end of September 2017).
			• 2016 – 2017 Evaluations
			  • 100% Tenured-track faculty completed

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			92% Classified completed 85% Tenured Faculty completed 78% Administrators and Managers completed 80% Confidentials completed • Adjunct Evaluations - Fall 2016 - 95% Adjunct evaluations completed. - Spring 2017 - 77% Adjunct evaluations completed. Due to HR the 6th week of the following semester (end of September 2017). - Overall, 2016-17 Adjunct Evaluations 87% completed. • 2016 – 2017 Tenured and Staff Evaluations 100% Tenured-track faculty completed 92% Classified completed 95% Tenured Faculty completed 88% Administrators and Managers completed 80% Confidentials completed • Notification of Evaluations for part-time and full-time faculty were disseminated on schedule for Fall 2017. • The District and MPCSEA have a tentative agreement to move the evaluation cycle from due date in October to April of the academic year to align with the academic year. • Tentative agreement is being reviewed by CSEA Regional Office prior to ratification. • Adjunct Evaluations

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			• Fall 2016 - 97% Adjunct evaluations completed. • Spring 2017 - 96% Adjunct evaluations completed. • 2016 – 2017 Tenured and Staff Evaluations • 94% Classified completed **RECOMMENDATION HAS BEEN MET**

15	In order to meet the Standard, the team recommends the College establish a review **schedule of policy and procedures relevant to Human Resources**. (Standards III.A.11, III.A.12, III.A.13)	HR
		Cabinet
			• On August 14, 2017, President's Cabinet reviewed:
			  • 14 Board Policies in Chapter 7 Human Resources
			  • 2 related Administrative Procedures to BP in Chapter 7 Human Resources
			  • 5 Board Policies in Chapter 3 General Institution
			  • 3 related Administrative Procedures to BP in Chapter 3 General Institution
			• On Sept. 12, 2017, President's Advisory Group reviewed; Sept. 13, 2017 EEOC Reviewed and will go to Sept. 27, 2017 Board Meeting:
			  • 14 Board Policies in Chapter 7 Human Resources
			  • 2 related Administrative Procedures to BP in Chapter 7 Human Resources
			  • 4 Board Policies in Chapter 3 General Institution
			  • 3 related Administrative Procedures to BP in Chapter 3 General Institution
			• On October 25, 2017 the following will be taken to the Board Meeting:
			  • 14 Board Policies in Chapter 7 Human Resources
			  • 4 Board Policies in Chapter 3 General Institution
			  • 18 Board Policies were adopted on October 25, 2017

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			• December 20, 2017 the following will be taken to the Board Meeting • 7 Board Policies are being brought to the Board Policy Sub Committee for a first reading.
16	In order to meet the Standards, the team recommends the college immediately address **network vulnerabilities** starting with implementing a firewall solution in order for the College to ensure its technology infrastructure are appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1, III.C.3)	Information Services Dept.	• Information Services Dept. has completed key changes to improve the security of the District's technology. • Information Services Dept. has identified the need to upgrade key components of the District's networking infrastructure. • Additional hardware and software has been procured and is in the process of being installed. • Additional hardware and software have been procured and will be installed prior to the end of March 2017. **RECOMMENDATION HAS BEEN MET**
17	In order to meet the Standards, the team recommends the college complete and roll out the Information **Technology Disaster Preparedness/Recovery Plan** in order to recover data and system functionality for the College to operate in the event of a disaster. (Standards III.C.1, III.C.2)	Information Services Dept.	• The Information Technology Disaster Preparedness/Recovery DRAFT Plan has been completed. • The Technology Committee began review of the plan February 10, 2017 and recommended approval to the President. The plan is being reviewed at the Governing Board on March 22, 2017. **RECOMMENDATION HAS BEEN MET**
18	In order to meet the Standards, the team recommends the College complete the **revisions and implementation of all board policies.** The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Board policies and administrative regulations are	President Board of Trustees	• 30 Administrative Board Policies were reviewed and approved by the Board of Trustees in 2016. • 28 Student Services policies were approved in PAG in January and are ready for Board Sub-committee review. • 9 Academic Affairs Board policies have been approved.

Recommendations to Meet the Standard

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	easily accessible through the College's website and other methods it deems appropriate for the College community and the public. (Standards III.C.5, IV.C.6, IV.C.7)		• 3 are being forwarded to the Board Sub-Committee for review; and 6 have been forwarded to the Academic Senate for review. Last 3 are being reviewed in AAAG and Academic Senate on April 19 and April 20. • 31 Board Policies were reviewed by the Board Subcommittee (March 13, 2017). 30 of these are included for a first reading on the March 22, 2017 Board Agenda. At the April 26, 2017 Board of Trustees meeting • 30 Board Policies were adopted. • 11 Board Policies were brought to the Board for a First Reading At the May 31, 2017 Board of Trustees meeting • 11 Board Policies were adopted • 11 Board Policies are being brought to the Board for a First Reading At the June 21, 2017 Special Board of Trustees meeting • 11 Board Policies are being recommended to the Board for adoption • 20 Board Policies are being brought to the Board for a first reading At the June 29, 2017 Board of Trustees meeting • 30 Board Policies were adopted • 11 old Board Policies were rescinded At the July 26, 2017 Board of Trustees meeting • 3 Board Policies are being recommended to the Board for adoption • 3 Board Policies were adopted on July 26, 2017 At the Sept. 19, 2017 Board Policy Subcommittee meeting:

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (10) RECOMMENDATION HAS BEEN MET)
			• 18 Board Policies in Human Resources and General Institution were reviewed. • 5 related Administrative Procedures were reviewed. At the Sept. 27, 2017 Board of Trustees meeting: • 18 Board Policies are being brought to the Board for a first reading. • 5 related Administrative Procedures are being brought to the Board for information. At the Oct. 25, 2017 the following will be taken to the Board Meeting: • 14 Board Policies in Chapter 7 Human Resources • 4 Board Policies in Chapter 3 General Institution • 18 Board Policies were adopted on October 25, 2017 At Nov. 29, 2017 the following will be taken to the Board Meeting: • 5 Board Policies are being brought to the Board for a first reading. **On Dec. 20, 2017 the following will be taken to the Board Meeting:** **• 23 Board Policies are being brought to the Board Policy Sub-Committee for a first reading.**
19	In order to meet the Standards, the team recommends the College **discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund** without the need to make significant draws against unrestricted fund balance, one-time resources, or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)	President CBO Board	• Measures to improve efficiency have been implemented such as EMS and changes to scheduling practices. • Faculty prioritization process has been improved and hiring is taking place in productive and efficient disciplines. • Position control and review is being implemented. • Short term classes were added to the second half of spring 2017 to increase FTES, while focusing on high productivity. • Marketing has been ramped up for second half of spring and summer enrollments.

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (10) RECOMMENDATION HAS BEEN MET)
			- Measures to increase enrollment are in process. - Admission by Co-Enrollment (ACE) with CSUMB was approved by the MPC Board in March. - Dual Enrollment with MPUSD will go to MPC Board for its second reading on April 26, 2017. - Dual Enrollment with PGUSD will go to MPC Board for its first reading on April 26, 2017. - Scheduling in Marina is being expanded. 50% more FTES is being planned for Marina in summer 2017 and 100% more FTES is being planned for fall 2017. - Measures to increase enrollment are progressing: - Enrollments with Admission by Co-Enrollment (ACE) with CSUMB: 64 total; 24 Marine Science, 17 Business, 13 undeclared - Dual Enrollments with MPUSD: 120 Marina, 115 Monterey, 20 Seaside High Schools - Dual Enrollment with PGUSD will go to MPC Board for its second reading on May 31, 2017. Enrollments expect for Pacific Grove High School is 24. - Measures to increase enrollment June through beginning of August 2017 when schools return for the 2017-2018 Academic Year. - Enrollments with Admission by Co-Enrollment (ACE) with CSUMB: MPC working with 23 students with applications and assessments. - Dual Enrollments: AB288 College & Career Access Pathways Partnership Agreements have been finalized with MPUSD and PGUSD

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (10) RECOMMENDATION HAS BEEN MET)
			• Dual Enrollment Coordinator has been hired in Student Services. • Summer borrowing strategy has been implemented. • Summer borrowing, late spring semester, marketing and increases to California Community Colleges have generated an approximate $1.37 million increase to MPC's revenue. • Tentative budget for 2017-18 was balanced with no deficit spending or large transfers. • Budget approved by Board of Trustees on June 29, 2017. **RECOMMENDATION HAS BEEN MET**
20	In order to meet the Standard, the team recommends the College develop a funding plan and **set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) annual required contribution (ARC)** each year (Standard III.D.12)	President CBO Board	• The latest, required OPEB actuarial has been completed as of February 7, 2017. Funds have been identified to transfer to the OPEB trust. • The ARC will be included in budget development for 2017-18. • Transfer of the 2017-17 ARC (March 22, 2017 Board meeting) **RECOMMENDATION HAS BEEN MET**
21	In order to meet the Standard, the team recommends the College **clarify Board, administrators, classified and faculty roles in the decision-making** process and routinely evaluate and monitor these roles.	Academic Senate Cabinet	• New "Decision Making Process" (handbook) was adopted by the College in fall 2016 and is being implemented. • President's Advisory Group (PAG) was re-envisioned. • Planning, Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting regularly. • Roles are now clarified at meetings - committees and groups - to educate the campus. • Senate retreat in Fall 2016 included discussions on roles and a focus on procedures/processes. • ASCCC visit in Fall 2016 – open session

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (10) RECOMMENDATION HAS BEEN MET)
	These roles are not distinctly **differentiated at faculty level between Academic Senate and the faculty bargaining unit's role** in participatory governance and labor relations. (Standard IV.A.6)		Regarding Roles: • Presentation of 10+1 at all campus Flex Days clarifies roles of Senate • Documentation clarifying the faculty roles between the Academic Senate and the faculty bargaining unit is still pending.
22	In order to meet the Standard, the team recommends that the College develop a **calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness** (Standard IV.A.7)	PRIE	• PRIE has identified initial tasks related to the development of a calendar/timeline for evaluation of policies, procedures, and processes. Work groups are being formed during the week of 4/17/17. • PRIE has developed a format for a planning and evaluation calendar that shows when major institutional plans and processes will be evaluated over the next 10 years. The calendar currently includes evaluation of scheduled evaluations of the effectiveness of processes. • A PRIE workgroup has developed a first draft of guidelines that can be used to evaluate the effectiveness of processes and procedures. The guidelines are intended to accompany the evaluation calendar, and the draft is on the agenda for discussion at the June PRIE Committee meeting (6/19/17). The PRIE Committee will test the guidelines using the recently finished Technology Plan as a pilot for an evaluation of process effectiveness. • The PRIE Committee piloted a process evaluation survey with a group of individuals, who worked on the recent Tech Plan. After the group took the survey, the PRIE Office provided a summary of results and debriefed the process with the Tech Committee. The PRIE Committee used Tech Committee feedback to make improvements to the survey instrument. • The PRIE Committee developed a "readiness checklist" that can be used prior to beginning a process cycle (or launching a new process). The checklist is intended to help ensure that measurable goals, clear communication, and

Recommendations to Meet the Standard

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			support resources are in place before beginning a process. The PRIE Committee prototyped the checklist at its 11/6/17 meeting and made a few small adjustments. • The PRIE Committee agreed that the evaluation calendar and tools should be included in the Integrated Planning Handbook and linked to the PRIE Office Intranet site so that they are accessible to the campus at large. **RECOMMENDATION HAS BEEN MET**

Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (5) RECOMMENDATION HAS BEEN MET)
6	In order to improve, the team recommends that the College develop more **intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation** in student learning outcomes assessment from all faculty. (Standard II.A.3)	LAC	• The LAC is working on the program-level assessment module in TracDat in spring 2017. • Cycles of course assessment have been developed by the LAC, and approved by the Academic Senate, AAAG, and CAC. • The LAC provided TracDat training on course-level assessment to a large group of faculty in Spring Flex 2017. • Divisions invited the LAC in spring 2017 to conduct course-level assessment TracDat training. • The LAC has made presentations at AAAG and at the Academic Senate to improve understanding and increase participation. • The LAC is working with Divisions on how to assess courses that have multiple sections. • LAC is working with Divisions to map SLOs from the course-level to the program-level. • The LAC provided workshops and support during Flex in August 2017 for faculty to complete course level SLO assessment. • LAC members led all but two divisions through and centered around PLOs (i.e., student learning outcomes for degree and certificate programs) at Fall flex. As a result of the activity, LAC has identified over 40 degree & certificate programs that appear ready for the initial cycle of PLO assessment. • LAC members conducted PLO-mapping workshops for faculty representing 10 different disciplines during late October/early November, and have scheduled 1-on-1 mapping sessions for mid-November. • **Participation in SLO assessment has greatly improved and MPC has nearly completed course assessments.** • **40 programs are piloting Program Reviews informed by mapping of SLO assessments.** **RECOMMENDATION HAS BEEN MET.**
7	In order to improve, the team recommends that the College use **enrollment data to inform scheduling decisions and implement an**	VPAA	• EMS training was provided to Division Chairs and DOMS in December 2016. • EMS has been implemented and has been in use since January 2017.

Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Nov. 2017) (Blue font = Completed by Dec. 2017) (Red Font = (5) RECOMMENDATION HAS BEEN MET)
	enrollment management system to facilitate data usage. (Standards II.A.6; II.A.10)		• EMS has been used to plan and finalize summer and fall 2017 schedules. • Data is EMS is being used by Division Chairs, Deans and the Office of Academic Affairs to make scheduling decisions for Summer 2017, Fall 2017 and Spring 2018 based on productivity, growth areas (Dual Admission, Dual Enrollment) and budget. RECOMMENDATION HAS BEEN MET.
10	In order to improve, the team recommends that **all student services provided at the Marina Education Center be consistently scheduled and published**. (Standard II.C.3)	VPSS	• All Student Services at the Marina Education Center have been reviewed. A consistent schedule of services has been published on the MPC website. • A "Student Services in Marina" web page has been added to the Marina website. The schedule for counseling, financial aid and assessment services is listed. • A staff member or a counselor offers to visit every class scheduled in Marina to promote services available for students. • A calendar of student services availability is regularly posted on the bulletin boards in each classroom and office on the Marina Center. • MPC Student Services Banners has been posted. • Dean of Student Services for Marina hired effective July 2017. • A Categorical Services Coordinator (bilingual) has been hired effective May 2017. RECOMMENDATION HAS BEEN MET.
11	In order to improve, the team recommends that the College obtain **accurate data on students receiving comprehensive and abbreviated student education plans and review the data** regularly to make appropriate action plans to increase Student Success. (Standard II.C.5)	VPSS Office of Institutional Research	• MPC currently has accurate data on comprehensive and abbreviated student educational plans. They will continue to be collected and reviewed to inform actions taken to increase student success. • Documentation of improvements will be provided. • Current reporting format identifies the number of students who have been directed to receive an education plan, whether or not they have a plan on file. This report will be further reviewed to identify students who do not have a comprehensive education plan in order to connect them with a counselor. • Working with IT to develop a standing report.

Recommendations to Improve Quality

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			• IT created a report identifying students without a comprehensive educational plan so that counselors can further assist them. **RECOMMENDATION HAS BEEN MET.**
12	In order to improve, the team recommends that the College **update its administrative hiring procedures**. (Standard III.A.3)	HR	• Professional Personnel Leasing, Incorporated has been contracted with in June 2017 to research and revise the administrative hiring procedures. • Initial work has begun on the update to the Administrative hiring procedures. • **On Dec. 20, 2017 the Administrative Hiring Procedures will go to Board for information.** **RECOMMENDATION HAS BEEN MET.**

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. B

Proposal:

That the Governing Board receive the annual report for 2016-17 from the Citizens' Bond Oversight Committee.

Background:

In the November 5, 2002 election, the district conducted a bond election under Proposition 39 regulations and was successful in obtaining the requisite 55% voter approval to issue general obligation bonds in the amount of $145,000,000 for facility projects. Education Code 15278 required the district to establish a citizen's oversight committee to satisfy the accountability requirements of Proposition 39.

The Bylaws of the Citizens' Bond Oversight Committee stat that the committee shall present an annual written report to the Board of Trustees in public session. Per the Bylaws, the annual report includes a statement regarding the District's compliance with Proposition 39 accountability requirements as well as a summary of the committee's activities for the year. In addition, the annual report provides a comprehensive summary of projects in the bond program, completed, underway, or planned for the future.

At their November 6, 2017 meeting, the Citizens' Bond Oversight Committee took action to approve the attached annual report for 2016-17. Mr. Wayne Cruzan, chair of the committee, will present the report to the Board

Budgetary Implications:

None.

☒ **INFORMATION ONLY:** Citizens' Bond Oversight Committee Annual Report 2016-17

Recommended By: _____

Dr. Walter Tribley, Superintendent/President

Prepared By: _____

JoRene Finnell, Administrative Assistant to the VPAA

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

MPC
MONTEREY PENINSULA
C O L L E G E

Citizens' Bond Oversight Committee

ANNUAL REPORT

2016-2017

Monterey Peninsula College · 980 Fremont Street · Monterey, CA 93940

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STATEMENT OF COMPLIANCE

This Annual Report is submitted to the Board of Trustees by the Monterey Peninsula Community College District Citizens' Bond Oversight Committee. The Committee advises that, to the best of its knowledge, the Monterey Peninsula Community College District is in compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution. In particular, bond revenue has been expended only for the purposes so described in Measure I. As prohibited by Article XIIIA, Section 1(b)(3)(a) of the California Constitution, no funds were used for any teacher or administrative salaries or other operating expenses.

Respectfully Submitted By: _____

Wayne Cruzan, Chair
Citizens' Bond Oversight Committee

Date: November 6, 2017

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INTRODUCTION

At the election conducted on November 5, 2002, the Monterey Peninsula Community College District was successful in obtaining more than 55% voter approval for Measure I to issue and sell general obligation bonds in the amount of $145,000,000 to fund specific facility projects. The bond election for Measure I was conducted under Proposition 39 regulations.

Pursuant to Education Code Section 15278, the Board of Trustees established the Citizens' Bond Oversight Committee (CBOC) at their meeting on February 25, 2003 to satisfy the accountability requirements of Proposition 39.

The Citizens' Bond Oversight Committee Bylaws, setting forth the duties and rights of the Committee, were also adopted by the Board at the February 25, 2003 meeting. The Bylaws were subsequently amended in February 2012 to remove the District residency requirement for the student member and in October 2015 to allow members to serve three consecutive terms per a change to Education 15282.

The three primary duties of the Citizens' Bond Oversight Committee are to inform the public concerning the District's expenditure of bond proceeds, review and report on the expenditure of taxpayers' monies, and advise the public on the District's compliance with Proposition 39.

To accomplish these duties and as required in the bylaws, the CBOC submits this annual report to the Board of Trustees. The CBOC expresses its appreciation to District staff for their support of the committee's work and activities.

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MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
CITIZENS' BOND OVERSIGHT COMMITTEE
2016-17

Back row: Steven Crow (VP, Admin. Services) Rick Heuer, Wayne Cruzan (Chair), Hunter Harvath (Vice Chair)
Front row: Robert Lee, Birt Johnson, Jr., Sharon Larson, Thomas Gaspich, Walter Tribley (Supt./Pres.)
Not pictured: Stephen Lambert

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SUMMARY OF THE COMMITTEE'S PROCEEDINGS
AND ACTIVITIES FOR 2016-2017

COMMITTEE MEMBERSHIP

The Bylaws require that the CBOC consist of a minimum of seven members representing students, the business community, senior citizens organization, taxpayers association, college support organization, and the community at large.

Committee members serve without compensation and may be appointed for no more than three consecutive two-year terms. Among those ineligible to serve are elected officials, employees, vendors, contractors, or consultants of the District.

Currently, the committee is composed of nine members, appointed by the Board of Trustees. In November 2016, Mr. Thomas Gaspich, Mr. Hunter Harvath, Ms. Sharon Larson, and Mr. Rob Lee, completed their first term on the committee and were reappointed by the Board of Trustees for a second term. Following his election to the U.S. Congress, Mr. James Panetta, community at-large member, stepped off the committee when he assumed office in January 2017.

In accordance with the Bylaws, officers were selected at the annual organizational meeting on November 7, 2016. Dr. Tribley appointed Mr. Cruzan to serve as Chair and the committee approved Mr. Harvath to serve as Vice Chair.

The officers and members who served during the past year are as follows:

Wayne Cruzan	2-year third term, 11/2015 – 11/2017
Thomas Gaspich	2-year second term, 11/2016 – 11/2018
Hunter Harvath	2-year second term, 11/2016 – 11/2018
Rick Heuer	2-year third term, 11/2015 – 11/2017
Birt Johnson, Jr.	2-year third term, 11/2015 – 11/2017
Stephen Lambert	2-year initial term, 10/2015 – 11/2017
Sharon Larson	2-year second term, 11/2016 – 11/2018
Rob Lee	2-year second term, 11/2016 – 11/2018
James Panetta	2-year third term, 11/2015 – 12/2016

MEETINGS AND ACTIVITIES OF THE CITIZENS' BOND OVERSIGHT COMMITTEE

The committee conducts its meetings in accordance with provisions of the Ralph M. Brown Public Meetings Act, Government Code Sections 54950 et seq. Meeting notices and agendas are sent to members of the committee within the required period of time, posted at the Monterey Peninsula College Administration Building, and sent to local media.

The college's bond website (http://www.mpc.edu/about-mpc/campus-information/mpc-bond-measure) includes webpages specifically designated for the committee's activities where the meeting schedule, agendas, minutes, and annual reports are posted.

During 2016-17, the committee convened four quarterly meetings. The annual organizational meeting of the committee was held November 7, 2016, with subsequent meetings held on March 20, 2017, June 12, 2017, and September 11, 2017. The primary location for the meetings was the Sam Karas Room in the Library & Technology Center on the Monterey campus.

At the meetings held during 2016-17, the committee regularly reviewed bond program expenditures and quarterly Monterey County Treasurer's Investment Reports. At the November meeting, Dr. Crow provided a facilities update to the committee, noting the Governing Board approved three new projects for bond funding, including the baseball field, infrastructure phase IV, and data center network security. In March, the committee reviewed the 2015-16 independent financial and performance audit reports for the District's bond funds and the Monterey County Treasury Oversight Committee Compliance Audit for 2014-15. At each meeting, Dr. Tribley provided the committee with a campus update, including an update on budgetary issues, a progress report regarding the college's accreditation recommendations, and information on new ventures, such as the dual enrollment partnerships with local high schools, and California State University, Monterey Bay.

FINANCIAL REPORT OF THE CITIZENS' BOND OVERSIGHT COMMITTEE

The first bond issuance, Series A, was conducted on June 18, 2003. Total principal amount issued was $40 million. The Series A bond was refinanced in December 2005, increasing the principal amount to $44,240,052. The second and third series of bonds were issued in January 2008. In Series B, $9,004,530 of taxable bonds were issued, with no time limit for expenditure. The principal amount of the Series C issuance was $95,994,770 of tax exempt bond funds that were anticipated to be 85% expended within five years.

In June 2013, a portion of the 2005 refunding bonds and Series C bonds were refinanced, resulting in the issuance of $19.2 million of tax-exempt bonds and $14.5 million of taxable bonds at interest rates of 1.52% and 2.02% respectively. As the average interest rate of the bonds prior to the refunding was 4%, $1.38 million in interest savings was generated for the District's taxpayers.

A third refinancing was completed in June 2016. A portion of the Series C bonds were refinanced, with approximately $105. 4 million of bonds issued. This refinancing lowered the average interest rate of 5.03% to 2.87%, resulting in savings to the taxpayers of $28.2 million, from 2017 to 2034.

The college's bond funds have been invested in Monterey County's investment portfolio. A portion of the funds were placed in custom investments outside of the general pool to generate higher interest earnings. These custom investments matured in January 2014. During the past year, interest earnings on the bond funds invested with Monterey County totaled $127,287 through September 30, 2017.

A property tax rate of $23.89 per $100,000 of assessed value was projected in 2002 when the District's bond measure was approved. The tax rate for Measure I in 2016-17 was $23.34. Since the first bond issuance in 2003, the average tax rate has been $22.11.

Expenditures and payments made from bond funds have been regularly reviewed and accepted by the committee during the course of the year. The annual expenditure report on the following pages shows expenditures for the report period of October 1, 2016 through September 30, 2017 and total expenditures since bond inception.

MPC Bond Expenditure Report
July 1, 2003 through September 30, 2017

Receipts:	Prior	10/1/2016-09/30/2017	Total
Bond Principal – Series A	$40,000,000	$0	$40,000,000
Refinancing - Series A	$4,240,052	$0	$4,240,052
Bond Principal - Series B, taxable	$9,004,530	$0	$9,004,530
Bond Principal - Series C, nontaxable	$95,994,770	$0	$95,994,770
Interest Income*	$9,345,656	$127,287	$9,472,943
Interest Write-off**	($1,878,835)	$0	($1,878,835)
Interest Recovery**	$761,346	$0	$761,346
Total Receipts	**$157,467,519**	**$127,287**	**$157,594,806**

*   Interest income is through Sept. 30, 2017
**   All bond funds are currently on deposit with the Monterey
      County Investment Pool. The interest write-off and
      recovery occurred due to the Lehman Brothers and
      Washington Mutual bankruptcy filings 2008.

Expenditures:
Completed Projects:

	Prior	10/1/2016-09/30/2017	Total
As Built Drawings	$209,792	$0	$209,792
Automotive Technology -- HVAC	$16,443	$0	$16,443
Auto Technology Addition	$958,602	$0	$958,602
Business Computer Science	$2,215,418	$0	$2,215,418
Business Computer Science Building - Seismic Design	$7,982	$0	$7,982
Child Development Center	$1,029,199	$0	$1,029,199
College Center Renovation	$23,608	$0	$23,608
Demolition of Old Plant Services	$63,522	$0	$63,522
Drafting Building	$13,974	$0	$13,974
Environmental Impact Report	$154,163	$0	$154,163
Family and Consumer Science Renovation	$67,671	$0	$67,671
Gym - Floor/Seismic/Bleachers	$877,847	$0	$877,847
Humanities Building - Seismic Design	$16,375	$0	$16,375
Humanities, Bus-Hum, Student Services	$3,543,043	$0	$3,543,043
HVAC Repairs	$618,539	$0	$618,539
Infrastructure I (main campus utilities, parking lot A)	$20,886,001	$0	$20,886,001
Infrastructure II (parking lots D, E, & F)	$2,481,607	$0	$2,481,607
Infrastructure - Phase III	$6,458,266	$0	$6,458,266
Landscaping – Library & Technology Center	$438,293	$0	$438,293
Lecture Forum Remodel	$2,117,203	$0	$2,117,203
Life Science -- Elevator Evaluation	$7,794	$0	$7,794
Life & Physical Science	$10,832,201	$0	$10,832,201
Master Signage Program	$53,890	$0	$53,890
New Admin/Old Library Renovation	$4,712,191	$0	$4,712,191
New Education Center Building at Marina	$8,159,655	$0	$8,159,655

New Facilities Building	$487,574	$0	$487,574
New Student Services Building	$9,681,388	$0	$9,681,388
Old Library Renovation Analysis	$21,280	$0	$21,280
Miscellaneous	$221	$0	$221
Physical Education (Stadium, Fitness Center, etc.)	$17,236,568	$0	$17,236,568
Physical Science -- Elevator Evaluation	$6,986	$0	$6,986
PE Phase II - Gym/Locker Room Renovation	$3,810,036	$0	$3,810,036
Pool Renovation	$2,047,493	$0	$2,047,493
Public Safety Training Center	$7,478,201	$0	$7,478,201
Roof Repairs	$480,256	$0	$480,256
Swing Space/Interim Housing	$5,777,350	$0	$5,777,350
Social Science Remodel	$863,697	$0	$863,697
Student Center Renovation	$6,157,617	$0	$6,157,617
Telephone System Upgrades	$599,414	$0	$599,414
Theater Light Board	$22,733	$0	$22,733
Theater	$10,382,736	$0	$10,382,736
Vehicles	$187,070	$0	$187,070
Walkway/Safety Improvements	$225,630	$0	$225,630
Completed Projects	**$131,429,529**	**$0**	**$131,429,529**

In Process:

Arts Complex	$3,540,290	$15,275	$3,555,565
Baseball Field	$0	$17,243	$17,243
Bond Program Management	$5,692,510	$0	$5,692,510
Data Center Network	$0	$524,051	$524,051
Furniture/Equipment	$5,337,175	$78,919	$5,416,094
Infrastructure - Phase IV	$74,857	$67,038	$141,895
Music Building	$23,770	$0	$23,770
PSTC Parker Flats	$70,499	$0	$70,499
General Contingency	$0	$199,792	$199,792
Management Expense for Custom Investment Portfolio***	$45,272	$0	$45,272
In Process	**$14,784,373**	**$902,318** ****	**$15,686,691**
Total Expenditures	**$146,213,902**	**$902,318**	**$147,116,220**

***   The District requested the Monterey County Treasurer to manage and place custom investments for a portion of the funds on deposit with the Treasurer. These investments were outside the general pool and included GE corporate bonds which generated a higher rate of return. The District was notified by the Treasurer's Office that the last security matured on 1/7/2014. There were no further interest postings to segregated investments after this date.

****   Total expenditures of $147,116,220 equate to 93% of Measure I bond proceeds of $157,594,806 being spent through September 30, 2017 on District bond projects. In addition, the District has been successful in securing matching funds from the state and other sources to augment bond proceeds and further address District facility needs. These matching funds will supplement bond proceeds by an estimated $40,704,037, resulting in total projected expenditures of $198,297,843 for facilities projects by the end of the bond program.

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CAMPUS RENOVATION/CONSTRUCTION PROJECTS COMPLETED, IN PROCESS, AND PLANNED FOR THE FUTURE
September 30, 2017

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

Project	Description	Funding Source		Total Cost
		Prop 39 Bond	State & Other	
Library & Technology Center	This new 65,000 sq. ft., 3-story building houses the college's book and media collections and includes computer labs, classrooms, multi-media rooms, group study rooms, teleconferencing capability and a faculty lounge. The $19.9 million project was primarily funded by the state, with $438,000 provided by MPC bond funds. The facility was completed in July 2003.	$438,293	$19,470,000	$19,908,293
Facilities Building	The new 18,440 sq. ft. building consolidates the college's plant services, warehouse, building maintenance, and grounds operations within one building. Old structures formerly housing these operations were demolished. The state funded $2.48 million of the total project cost of $2.97 million and MPC bonds provided funding of $488,000. This project was completed in fall 2003.	$487,574	$2,478,000	$2,965,574

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

Project	Description	Funding Source		Total Cost
		Prop 39 Bond	State & Other	
Early Start & Miscellaneous Projects	This group of projects include walkway and safety improvements, new IP phone system, new roofs on Life Science, Physical Science, Business-Computer Science, and Art Dimensional buildings, rebuilding the HVAC systems in Art Dimensional, Social Science, Business-Computer Science buildings, completing required campus wide CEQA reports, campus as-built site drawings, purchase of new vans and street cleaner. Dollar amounts given represent actual MPC bond expenses to date. Most of these projects were completed by 2004, with the exception of the campus CEQA environmental report, completed in March, 2006.	$2,729,672	$439,037	$3,168,709
Community Stadium	This project completely refurbished and modernized the existing campus football stadium, track, and softball fields. The upgrades include synthetic football/soccer and softball fields, an eight lane all weather track, new bleachers and support facilities. MPC bond funds covered most of the $13.5 million cost, with $100,000 received from a state waste tire grant program for the artificial turf installed on the football field. The project was completed in spring 2007.	$13,406,672	$100,000	$13,506,672
Fitness Center	This new 12,750 sq. ft., two-story building provides classrooms, offices, and a weight room. The old structure was demolished. The project was completed August, 2007.	$3,829,897		$3,829,897

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

Project	Description	Funding Source		Total Cost
		Prop 39 Bond	State & Other	
Child Development Center	This new three-building, 9,900 sq. ft. complex provides a child care facility serving the campus and community. The facilities also include a classroom and observation rooms that make up an academic laboratory to provide practicum experience for Child Development Program courses. The state funded $4.4 million of the project with $1 million contributed from MPC bond funds. The project was completed in October, 2007.	$1,029,198	$4,384,000	$5,413,198
Infrastructure - Phase I	All of the campus infrastructure (underground utilities, roads, walkways, bridges, etc.) will be rebuilt under the bond program. Phase I makes up 77% of the total infrastructure work on campus and was completed in September, 2008.	$20,886,001		$20,886,001
Lecture Forum	The existing 18,545 square foot instructional building was remodeled to upgrade technology and improve acoustics. The HVAC system was replaced, restrooms rebuilt, new seating and floor covering installed, and the building repainted. The majority of work was completed August 2007 with minor work completed in summer 2008.	$2,117,203		$2,117,203
Social Science	The existing 12,580 square foot instructional building was remodeled to meet current seismic and ADA standards. The bathrooms were rebuilt, the HVAC system replaced, and new furniture, paint, and floor coverings were added. The majority of the work was completed August 2007 with minor work completed in summer 2008.	$863,697		$863,697

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

| Project | Description | Funding Source | | Total Cost |
		Prop 39 Bond	State & Other	
Infrastructure - Phase II	This phase includes the rebuilding and expansion of parking lots D, E, & F, addition of campus wide emergency alarms, and rebuilding of the baseball backstop. The parking lots and alarm installation were completed in August 2008; the backstop was completed in August 2009.	$2,481,607		$2,481,607
Family Consumer Science	The existing facility was remodeled to repair the roof and upgrade the classroom. The project was substantially completed January 2009.	$67,671		$67,671
Gym	The upper floor of the existing gym was rebuilt, including seismic upgrades and gym floor and bleacher replacement. The project was accomplished using a combination of state scheduled maintenance funding and MPC bond funds. The project was completed in January 2009.	$877,847	$600,000	$1,477,847
Administration Building Renovation	The former library building, consisting of 19,040 square feet, was remodeled to house campus administrative offices. The state funded $2.715 million of the total cost with $4.56 million contributed from MPC bond funds. Office move-in was accomplished in April 2009.	$4,712,191	$2,715,000	$7,427,191
Public Safety Training Center Renovation	Two existing former Army buildings on Colonel Durham Road in Seaside at the former Fort Ord were renovated to provide classrooms and offices for public safety training programs. Construction began in July, 2008. The project was substantially completed in December 2009. Site drainage issues were resolved in summer 2010.	$7,478,201		$7,478,201

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

		Funding Source		
Project	Description	Prop 39 Bond	State & Other	Total Cost
Auto Technology Addition	This project consisted of a remodel and addition to the existing facility. The project was substantially completed in September 2010.	$958,602		$958,602
Business, Math, Computer Science	The existing Business Computer Science building was completely renovated. Former fiscal services and information technology offices were converted into math classrooms and a math learning center. A Final Project Proposal for the Business, Math and Science Buildings project that included the renovation of the Business Computer Science Building was submitted to the state Chancellor's Office in July 2007 to request 50% state funding support and was subsequently approved. However, as state bond funding for community college facility projects has been uncertain, the District determined this project would go forward using bond funds only. Construction began in June 2010. The project was completed in February 2011.	$2,215,418		$2,215,418
Student Services Building	A new 22,000 sq. ft. building was constructed adjacent to the current Student Center, allowing the consolidation of student services offices at one location on the Monterey campus. Construction began in August 2009 and was substantially completed by March 2011. Offices were moved in phases and accomplished by May 2011.	$9,681,388		$9,681,388
Education Center at Marina	Temporary facilities were installed on the Education Center site on Imjin Parkway and 3rd Avenue in Marina in 2007. Construction of the first permanent academic facilities began in February 2010 and was substantially complete by August 2011, in time for the start of the fall 2011 semester.	$8,159,655		$8,159,655

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

| Project | Description | Funding Source | | Total Cost |
		Prop 39 Bond	State & Other	
Physical Education Phase II: Gym - Showers/Locker Rooms	The first floor of the existing gym building was renovated, including reconstruction of the shower and locker rooms. Division and faculty offices were reconfigured and relocated to the same area. The two multipurpose rooms were upgraded with technology enhancements. Construction began in January 2012 and was completed in November 2012.	$3,810,036		$3,810,036
Theater	The existing Theater building was renovated and modernized. A Final Project Proposal for the Music Theater project that included the renovation of the Theater Building had been submitted annually to the state Chancellor's Office since July 2006 to request 50% state funding support. As state bond funding for community college facility projects was uncertain, the District proceeded with the theater renovation with bond funds only. Drawings were completed and Division of the State Architect approval received in May 2011. Construction began in September 2011 and was completed in March 2013.	$10,382,736		$10,382,736

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

		Funding Source		
Project	Description	Prop 39 Bond	State & Other	Total Cost
Humanities, Business Humanities, and Student Services	The existing Humanities and former Student Services buildings were renovated and the existing Business Humanities building demolished. The Final Project Proposal was submitted to the state Chancellor's Office in July 2007 to request 50% state funding support and was approved. The project was allocated state funds to proceed with drawings in August 2009. Funds for construction were included in the 2010-11 state budget and construction was completed in phases. Renovation of the former Student Services building to provide offices for humanities faculty and supportive services classroom and lab began in June 2011. Construction was completed in March 2012. Renovation of the Humanities Building began in January 2013 and was completed for the fall 2013 semester. The demolition of the Business Humanities building occurred in October 2013 and the vacated site was renovated to provide additional parking and improved traffic circulation.	$3,543,043	$3,318,000	$6,861,043

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

Project	Description	Funding Source		Total Cost
		Prop 39 Bond	State & Other	
Life Science and Physical Science Buildings	The existing Physical Science and Life Science buildings were rebuilt, to include modernizing and upgrading of all science laboratories. A Final Project Proposal for the Business, Math and Science Buildings project that included the renovation of these buildings was submitted to the state Chancellor's Office in July 2007 to request 50% state funding support and was subsequently approved. However, as state bond funding for community college facility projects was uncertain, the District adjusted the scope, and completed this project with local bond funds only. Revised schematic drawings were completed by the architect and the Division of the State Architect approval received in May 2011. The project was completed in phases. The Life Science building renovation began construction in September 2011 and was completed in June 2012. Renovation of the Physical Science building began in September 2012 and was completed for fall semester 2013.	$10,832,201		$10,832,201
Pool and Tennis Courts Renovation	The existing swimming pool was renovated to eliminate the existing diving well, creating a shallower pool bottom. A lift for disabled students was added. The pool locker room facility was demolished and a new pool equipment building constructed to house new filtration and heating equipment. The pool will be served by the gym locker rooms which were renovated and completed in 2012. Construction began in August 2013 and the pool was completed in March 2014. The tennis courts were not renovated as the estimated cost exceeded the amount of funds remaining in the project budget.	$2,047,493		$2,047,493

COMPLETED PROJECTS:

Note: For completed projects, Prop 39 Bond amounts listed are actual expenditures to date. Projects are listed in order of completion.

Project	Description	Funding Source		Total Cost
		Prop 39 Bond	State & Other	
Student Center Renovation	The Student Center was renovated and all building systems repaired. The interior space was redesigned to better serve student support functions, including food service, bookstore, TRIO, ASMPC, student activities, and security. Construction was underway in September 2013, and completed in August 2014.	$6,157,617		$6,157,617
Infrastructure - Phase III	This phase included new data cabling installed campus wide, the rebuilding of many sidewalks and parking lots B, C, & J, the installation of additional lighting and signage upgrades, an elevator at PE, additions to disaster notification systems, new greenhouses, a generator for the data center, and replacement of the kilns for the art ceramics program. Work was completed in phases from May 2008 through September 2014.	$6,458,266		$6,458,266
Swing Space/Interim Housing	Temporary space was planned to house programs and services displaced by modernization projects. Temporary modulars were placed on campus and at the Education Center. The former administration building was renovated in 2009 to provide temporary classrooms and renamed the General Classrooms building. The facility was modified again in summer 2011 to provide space for labs to accommodate the Life Science and Physical Science programs. Additional modification occurred in summer 2013 to provide temporary space for the creative arts programs while the Art Studio and Art Ceramics buildings were renovated.	$5,777,350		$5,777,350
Totals for Completed Projects		**$131,429,529**	**$33,504,037**	**$164,933,566**

PROJECTS IN PROCESS:

Note: Cited dollar amounts are estimates and subject to change. Projects are listed in alphabetical order.

Project	Description	Budgets Prop 39 Bond	State & Other	Total Cost
Arts Complex	The Final Project Proposal to rebuild the existing Art Studio, Art Ceramics, Art Dimensional, and International Center buildings, and demolish the existing Drafting building was re-submitted to the state Chancellor's Office in July 2009 to request 50% state funding support and was approved. However, with state bond funding for community college facility projects being uncertain, the District completed this project with local bond funds only. The project was reduced in scope. A complete renovation of the Art Studio and Art Ceramics buildings was accomplished. Construction began in September 2013, and completed in late summer 2014, in time for fall semester. The Art Dimensional building will be improved as the budget allows, to include replacement of mechanical and electrical systems, exterior painting, and roofing.	$3,795,585		$3,795,585
Furniture & Equipment	New furniture has been installed in all lecture classrooms. Funds have been used to provide furniture and equipment for the Business, Math, Computer Science building, the Education Center at Marina, the Public Safety Training Center in Seaside, the new Student Services building, the Life Science and Physical Science buildings, the Theater, Student Center, and Art buildings.	$5,837,175		$5,837,175
Infrastructure – Phase IV	This phase includes various technology improvements and upgrades to existing buildings to address safety, environmental controls, signage, technology, and functionality. Work on this phase began in fall 2014 and is expected to be finished in 2018.	$500,000		$500,000

PROJECTS IN PROCESS:

Note: Cited dollar amounts are estimates and subject to change. Projects are listed in alphabetical order.

Project	Description	Budgets		
		Prop 39 Bond	State & Other	Total Cost
Data Center Network Security	Essential network administration components of the data center will be implemented to provide secure connectivity to the internet. These components include an identity services management system, an advanced enterprise firewall, and monitoring tools that will assist with cyber threat detection and analysis. Implementation will begin in November 2016, with a projected completion date of July 2017.	$400,000		$400,000
	Totals for Projects In Process	**$10,532,760**		**$10,532,760**

FUTURE PROJECTS:

Note: Changes to future projects are anticipated to accommodate probable changes in state funding. Cited dollar amounts are estimates and subject to change. Projects listed in alphabetical order.

Project	Description	Budgets		Total Cost
		Prop 39 Bond	State & Other	
Baseball Field Upgrade	Artificial turf will be installed at the existing baseball field to provide a safer environment for students and reduce water consumption. Completion of this project is expected in 2018.	$750,000		$750,000
Music Facilities – Phase I	The existing Music facilities will be modernized. Two of the three music facility structures (the current recital hall and the music lab wing) will be renovated. The recital hall will be converted into two rehearsal rooms. The third structure (choral music room) will be demolished. The Final Project Proposal for phase I of renovation of the Music facilities was submitted to the state Chancellor's Office in July 2013 to request 50% state funding support and was approved. However, in 2017, the Chancellor's Office reexamined its implementation strategy for facilities funding for 2019-20 forward due to funding constraints, and the Final Project Proposal for this project will need to be updated and resubmitted for consideration.	$1,200,000	$1,200,000	$2,400,000
Public Safety Training Center - Phase II (Parker Flats)	New outdoor training facilities will be constructed at the Parker Flats and MOUT sites at the former Fort Ord, including an emergency vehicle driving course, a burn building for firefighter training, and a firing range. The Final Project Proposal for this project was submitted to the state Chancellor's Office in July 2009 for 50% state funding consideration and was approved. The projected completion date of summer 2020 is contingent upon state bond funding being approved and allocated.	$6,000,000	$6,000,000	$12,000,000
Totals for Future Projects		**$7,950,000**	**$7,200,000**	**$15,150,000**

CONTINGENCY:

Description	Budgets		
	Prop 39 Bond	State & Other	Total Cost
The contingency was established in August 2010 to provide contingent funding for projects as needed. Project cost estimates are subject to change due to the variable bid climate or from unexpected construction issues that may arise. Currently, the contingency is equivalent to 0.23% of total Prop 39 bond funds.	$358,463	$0	$358,463
Grand Totals (Projects)	**$150,270,752**	**$40,704,037**	**$190,974,789**

BOND PROGRAM MANAGEMENT:

Description	Budgets		
	Prop 39 Bond	State & Other	Total Cost
An outside firm was used to manage the overall bond construction program. Funds to pay for these services were generated from interest earnings on the bond funds on deposit with the Monterey County Treasurer (minus any management fees on the custom investment portfolio managed by the treasurer). Amounts in the columns to the right represent actual expenses to date.	$5,692,510		$5,692,510
Projected program management expense for the remaining years of the bond program.	$1,631,544		$1,631,544
Totals for Program Management	**$7,324,054**		**$7,324,054**
Overall Grand Totals	**$157,594,806**	**$40,704,037**	**$198,298,843**

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APPENDIX

COMMITTEE ROSTER

COMMITTEE MEETING AGENDAS (Not Included in Draft)

> November 7, 2016
>
> March 20, 2017
>
> June 12, 2017
>
> September 11, 2017

COMMITTEE MEETING MINUTES (Not Included in Draft)

> November 7, 2016
>
> March 20, 2017
>
> June 12, 2017
>
> September 11, 2017

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MONTEREY PENINSULA COLLEGE

Citizens' Bond Oversight Committee Members

- Wayne Cruzan, Chair, *GENTRAIN Society*
- Birt Johnson, Jr., *Community member*
- Rob Lee, *Monterey Peninsula Chamber of Commerce*
- Hunter Harvath, Vice Chair, *Monterey County Hospitality Association*
- Sharon Larson, *Monterey Peninsula College Foundation*
- Rick Heuer, *Monterey Peninsula Taypayers Association*
- Thomas Gaspich, *Carmel Foundation*
- Stephen Lambert, *Associated Students of Monterey Peninsula College*

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. C

Proposal:
That the Governing Board review and accept the attached Quarterly Financial Status Report (Form CCFS 311Q) for the quarter-ending September 30, 2017.

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

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

☒ **RESOLUTION: BE IT RESOLVED,** that the Quarterly Financial Status Report for the quarter Ending September 30, 2017, as presented on form CCFS 311Q, be accepted and made part of the minutes of this meeting.

Recommended By: _____

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

Prepared By: _____

Rosemary Barrios, Controller

Agenda Approval: _____

Dr. Walter Tribley, Superintendent /President

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CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

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

	CHANGE THE PERIOD ⌄

Fiscal Year: 2017-2018

District: (460) MONTEREY

Quarter Ended: (Q1) Sep 30, 2017

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

Line	Description	Actual 2014-15	Actual 2015-16	Actual 2016-17	Projected 2017-2018
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	36,585,802	42,874,366	42,756,750	40,306,913
A.2	Other Financing Sources (Object 8900)	1,400,000	0	2,031,765	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	37,985,802	42,874,366	44,788,515	40,306,913
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	36,330,317	39,406,539	41,845,811	40,137,330
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,328,481	925,220	1,600,648	169,583
B.3	Total Unrestricted Expenditures (B.1 + B.2)	37,658,798	40,331,759	43,446,459	40,306,913
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	327,004	2,542,607	1,342,056	0
D.	Fund Balance, Beginning	3,885,709	4,212,713	6,755,552	8,097,608
D.1	Prior Year Adjustments + (-)	0	232	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	3,885,709	4,212,945	6,755,552	8,097,608
E.	Fund Balance, Ending (C. + D.2)	4,212,713	6,755,552	8,097,608	8,097,608
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	11.2%	16.7%	18.6%	20.1%

II. Annualized Attendance FTES:

Line	Description	Actual 2014-15	Actual 2015-16	Actual 2016-17	Projected 2017-2018
G.1	Annualized FTES (excluding apprentice and non-resident)	6,501	0	6,701	6,701

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

		As of the specified quarter ended for each fiscal year			
		2014-15	2015-16	2016-17	2017-2018
H.1	Cash, excluding borrowed funds		8,233,177	9,554,462	12,269,996
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	6,618,868	8,233,177	9,554,462	12,269,996

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	40,306,913	40,306,913	7,044,406	17.5%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	40,306,913	40,306,913	7,044,406	17.5%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	40,137,330	40,137,330	7,768,307	19.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	169,583	169,583	0	
J.3	Total Unrestricted Expenditures (J.1 + J.2)	40,306,913	40,306,913	7,768,307	19.3%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	0	0	-723,901	
L	Adjusted Fund Balance, Beginning	8,097,608	8,097,608	8,097,608	
L.1	Fund Balance, Ending (C. + L.2)	8,097,608	8,097,608	7,373,707	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	20.1%	20.1%		

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

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

Contract Period Settled (Specify)	Management	Academic		Classified
		Permanent	Temporary	

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

* As specified in Collective Bargaining Agreement or other Employment Contract

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

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

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

VII. Does the district have significant fiscal problems that must be addressed?   This year?   NO
                                                                                        Next year?   NO

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

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

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

District:　(460)　MONTEREY

CHANGE THE PERIOD ∨

Fiscal Year: 2017-2018
Quarter Ended: (Q1) Sep 30, 2017

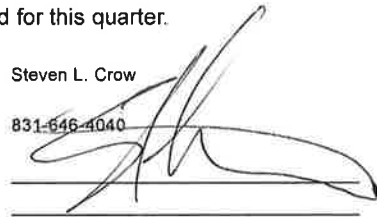Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name:　　　　Steven L. Crow

CBO Phone:　　　831-646-4040

CBO Signature:
Date Signed:

Chief Executive Officer Name:　Dr. Walter Tribley

CEO Signature:
Date Signed:

Electronic Cert Date:　　12/12/2017

District Contact Person

Name:　　Rosemary Barrios

Title:　　Controller

Telephone:　831-646-4043

Fax:　　831-645-1315

E-Mail:　rbarrios@mpc.edu

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. D

Proposal:
That the Governing Board approve the following as authorized signatories on behalf of Monterey Peninsula Community College District for the respective official documents, effective January 1, 2018:
- Dr. Walter Tribley, Superintendent/President, and David Martin, Vice President, Administrative Services, for all expenditure warrants, contracts and other official documents.
- Rosemary Barrios, Controller, for all expenditure warrants and other official documents with the exception of contracts.

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

Budgetary Implications: None.

X **RESOLUTION:** **BE IT RESOLVED,** That the Governing Board approve the following as authorized signatories on behalf of Monterey Peninsula Community College District for the respective official documents, effective January 1, 2018:
- Dr. Walter Tribley, Superintendent/President, and David Martin, Vice President, Administrative Services, for all expenditure warrants, contracts and other official documents.
- Rosemary Barrios, Controller, for all expenditure warrants and other official documents with the exception of contracts.

Recommended By: _____
Steven L. Crow, Ed.D., Vice President of Administrative Services

Prepared By: _____
Suzanne Ammons, Administrative Services

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

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. E

Proposal:

That the Governing Board approve Dr. Walter Tribley, Superintendent/President, David Martin, Vice President, Administrative Services, and Rosemary Barrios, Controller to be authorized signatories for the bankcard accounts maintained by Monterey Peninsula College at Union Bank, effective January 1, 2018.

Background:

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

Budgetary Implications: None.

X RESOLUTION: BE IT RESOLVED, That the Governing Board approve Dr. Walter Tribley, Superintendent/President, David Martin, Vice President, Administrative Services, and Rosemary Barrios, Controller to be authorized signatories for the bankcard accounts maintained by Monterey Peninsula College at Union Bank, effective January 1, 2018.

Recommended By: _____
Steven L. Crow, Ed.D., Vice President of Administrative Services

Prepared By: _____
Suzanne Ammons, Administrative Services

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

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017
Board Meeting Date

New Business Agenda Item No. F

Fiscal Services
College Area

Proposal:

Review of the District's participation in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Authority.

Background:

The GASB 43 and 45 Standards for OPEB Accounting require California Community College Districts to accrue the cost of retiree health benefits, and to establish plans to fully fund the future costs of providing future benefits to all current employees and retirees. These funds under Governmental Accounting Standards Board (GASB) must be in an irrevocable trust. The California Community College League of California (CCLC) created a Joint Powers Authority to assist districts meet the requirements of GASB 43 and 45 in regards to retiree health benefit liability.

The District made an initial investment into the irrevocable trust in March of 2016. The initial investment was $3 million into a balanced account and $1million into an associated liquidity account.

Budget Implications:

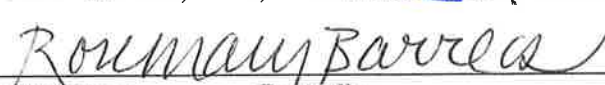☐ **Information Only**

Review of the District's participation in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Authority.
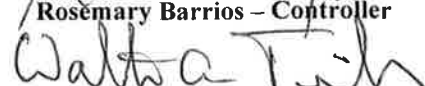
Recommended By: _____
Steven L. Crow, Ed.D., - Vice President for Administrative Services

Prepared By: _____
Rosemary Barrios – Controller

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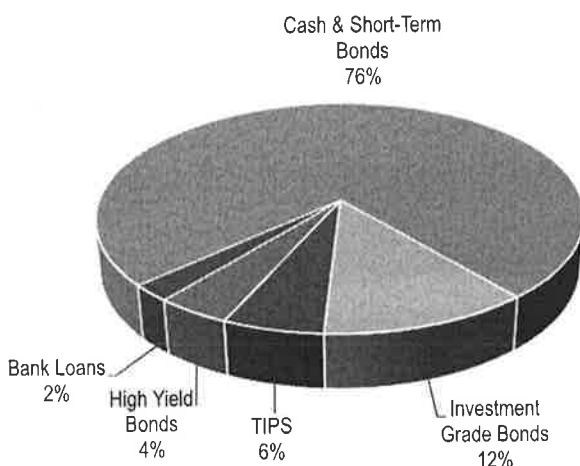Dr. Walter Tribley - Superintendent / President

Monterey Peninsula Community College District

Liquidity (100% Fixed Income)

9/30/2017

Change in Portfolio - 1st Quarter of Fiscal Year 2018

Portfolio Value on 6/30/2017	1,010,739
Contributions	0
Withdrawals	0
Change in Market Value	158
Income Received	4,114
Portfolio Fees	(1,186)
Portfolio Value on 9/30/2017	**1,013,825**

Asset Allocation

Cash & Short-Term Bonds 76%

Bank Loans 2%

High Yield Bonds 4%

TIPS 6%

Investment Grade Bonds 12%

Trailing Period Performance

	1Q18 (%)	Fiscal YTD (%)	1 YR (%)	3 YR (%)	5 YR (%)	10 YR (%)	Inception Date	Since Inception (%)
Monterey Peninsula College	0.3	0.3	0.0	NA	NA	NA	4/1/2016	0.1
Policy Benchmark [1]	0.4	0.4	0.5	NA	NA	NA		NA
CPI Medical Care (Inflation)	0.4	0.4	1.6	3.0	2.7	3.0		2.6

Fiscal Year Performance

	Fiscal Year 2017 (%)	Fiscal Year 2016 (%)	Fiscal Year 2015 (%)	Fiscal Year 2014 (%)	Fiscal Year 2013 (%)	Fiscal Year 2012 (%)	Fiscal Year 2011 (%)	Fiscal Year 2010 (%)	Fiscal Year 2009 (%)	Fiscal Year 2008 (%)
Monterey Peninsula College	-0.3	NA	NA	NA	NA	NA	NA	NA	NA	NA
CPI Medical Care (Inflation)	2.7	3.5	2.5	2.6	2.1	4.0	2.9	3.5	3.2	4.0

[1] Policy Benchmark consists of 80% Bloomberg Barclays 1-3 Year Government, 10% Bloomberg Barclays Aggregate, 5% Bloomberg Barclays U.S. TIPS, 3% Bloomberg Barclays "BB" High Yield, and 2% CSFB Leveraged Loan
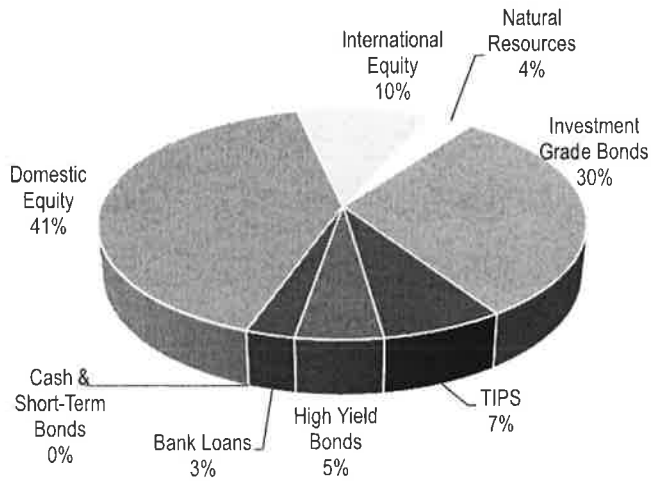
Monterey Peninsula Community College District

Balanced (50% Fixed Income, 50% Equity)

9/30/2017

Change in Portfolio - 1st Quarter of Fiscal Year 2018

Portfolio Value on 6/30/2017	3,584,706
Contributions	0
Withdrawals	0
Change in Market Value	93,734
Income Received	18,003
Portfolio Fees	(1,745)
Portfolio Value on 9/30/2017	3,694,698

Asset Allocation

Natural Resources 4%
International Equity 10%
Investment Grade Bonds 30%
Domestic Equity 41%
Cash & Short-Term Bonds 0%
Bank Loans 3%
High Yield Bonds 5%
TIPS 7%

Trailing Period Performance

	1Q18 (%)	Fiscal YTD (%)	1 YR (%)	3 YR (%)	5 YR (%)	10 YR (%)	Inception Date	Since Inception (%)
Monterey Peninsula College	3.1	3.1	9.3	NA	NA	NA	4/1/2016	1.3
Policy Benchmark [1]	3.0	3.0	9.5	NA	NA	NA		NA
CPI Medical Care (Inflation)	0.4	0.4	1.6	3.0	2.7	3.0		2.6

Fiscal Year Performance

	Fiscal Year 2017 (%)	Fiscal Year 2016 (%)	Fiscal Year 2015 (%)	Fiscal Year 2014 (%)	Fiscal Year 2013 (%)	Fiscal Year 2012 (%)	Fiscal Year 2011 (%)	Fiscal Year 2010 (%)	Fiscal Year 2009 (%)	Fiscal Year 2008 (%)
Monterey Peninsula College	9.2	NA	NA	NA	NA	NA	NA	NA	NA	NA
CPI Medical Care (Inflation)	2.7	3.5	2.5	2.6	2.1	4.0	2.9	3.5	3.2	4.0

[1] Policy Benchmark consists of 37% Russell 3000, 10% MSCI EAFE, 1% S&P Global Custom Metal and Mining, 1% Spliced U.S. IMI Materials 25/50, 1% MSCI ACWI Energy, 34% Bloomberg Barclays Aggregate, 8% Bloomberg Barclays U.S. TIPS, 5% Bloomberg Barclays "BB" High Yield, and 3% CSFB Leveraged Loan

Monterey Peninsula Community College District
Governing Board Agenda

December 20, 2017

New Business Agenda Item No. G

<u>Administrative Services</u>
College Area

Proposal:

That the Governing Board approve extending the independent contract with Ed Johnson for professional services as related to facilities planning consultant services through June 30, 2018.
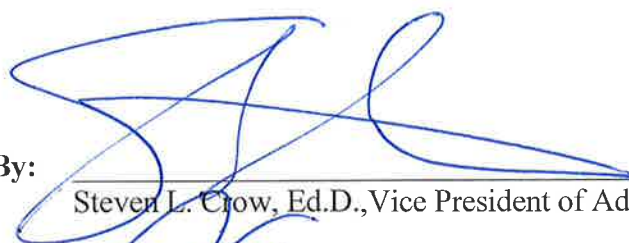
Background:

The District has operated without a Director of Facilities position for over six years. The Governing Board approved the initial independent contract with Umstot Project and Facilities Solutions, LLC utilizing subcontractor Ed Johnson for professional services at the August 24, 2016 meeting. The District continued the contract with Umstot Project and Facilities Solutions, LLC to assist with facilities planning related services through June 30, 2017. Since July 1, 2017 the District has contracted with Ed Johnson directly to provide project oversight and services. Attachment A outlines the services and contract expenses for this extended period through June 30, 2018.

Budgetary Implications: The professional services expenses through the independent contract with Ed Johnson are anticipated to be approximately $96,900 (based on $687.50 per day plus reimbursable expenses) and will be paid from General Fund Unrestricted one time funds reserved for consulting services.

☒ **RESOLTION: BE IT RESOLVED** That the Governing Board approve the independent contract with Ed Johnson for professional services as related to facilities planning consultant services through June 30, 2018.
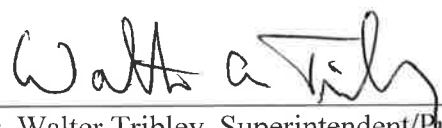
Recommended By: _____
Steven L. Crow, Ed.D., Vice President of Administrative Services

Prepared By: _____
Suzanne Ammons, Administrative Assistant

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

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT

(Lecturers, Presenters, Consultants)

This agreement is made and entered into this 1st day of January 1, 2018 by and between Ed Johnson ("INDEPENDENT CONTRACTOR") and MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT (MPC).

WHEREAS, MPC is authorized by Section 53060 of the California Government Code to contract with and retain independent contractors; and

WHEREAS, MPC finds that the INDEPENDENT CONTRACTOR is specially trained and experienced and competent to perform special services to MPC,

NOW THEREFORE, MPC and INDEPENDENT CONTRACTOR agree as follows:

1. INDEPENDENT CONTRACTOR shall provide the following professional services as per (attached) **Proposal for As-Needed Facilities Planning Consultant Services, and as summarized below:**
   - Coordinate multiple fall Facility projects
   - Support to Prop 39 project planning, implementation and reporting
   - Set up Preventative Maintenance program in School Dude Computerized Maintenance Management System
   - Updating of State Scheduled Maintenance program and prioritization
   - Updating the FUSION data base and reporting to the System office as required
   - Updating and development of the 5-year Capital Outlay Plan for the System office
   - Assisting with capital master planning to support the institution's educational facilities master plan
   - Support of capital projects planning and implementation as required
   - Developing a retro-commissioning program for building systems using Prop 39 and other funding sources
   - Addressing IT server room cooling issues
   - Updating campus design standards
   - Other planning assignments as required

2. MPC shall pay INDEPENDENT CONTRACTOR for his/her services as follows:
   Monthly Rates: **$11,000 based on 4 days per week-on site or $687.50 per day,** and
   Lodging:
   $ 3,000 based on 200.00 per night for 15 nights per month,
   $ 1,000 airfare for 4 trips per month at $250 per round trip,
   $ 400 rental car based on $100 per trip for 4 trips per month,
   $ 750 meals at $50 per day for 15 days (receipts not required).
   Total costs are not to exceed $96,900, based on actual costs incurred.

3. TERM: The contract services are for the period from **January 1, 2018 through June 30, 2018 for completion of approximately 100 days, based on 4 days per week on site..** *This contract extends the current contract ending December 31, 2017.*

4. INDEPENDENT CONTRACTOR shall in the performance of this Agreement be and act as an Independent Contractor providing the necessary tools and equipment.

5. INDEPENDENT CONTRACTOR shall assume all expenses incurred in connection with the performance of this Agreement unless otherwise specified in paragraph 2 above. The fees specified, unless otherwise indicated and agreed to, shall be the only obligation of MPC. While engaged in carrying out and complying with any of the terms and conditions of this Agreement, INDEPENDENT CONTRACTOR is not an officer, agent or employee of MPC.

6. Independent Contractor shall indemnify, and hold the College, its officers, employees, or agents harmless from and against any and all liability, loss, or expense, including attorney fees, or claims for injury or damages arising out of the performance of this Agreement. The Instructor at his/her expense, cost, or risk shall also defend any and all actions, suits, or other legal proceedings that may be brought or instituted against the College, its officers, agents thereof on any claim or demand, and pay to satisfy any judgment that may be rendered against the College, but only in proportion to and to the extent that such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from a disregard for this agreement or the negligent or intentional acts or omissions of the Instructor.

7. This agreement may be terminated by either party at any time for any reason upon written notification to the other party.

INDEPENDENT CONTRACTOR and MPC have executed this Agreement as of this date first written above.

INDEPENDENT CONTRACTOR   **MPC COLLEGE DISTRICT, by:**

_____   _____   _____
Signature   Signature (V P Admin Svc, or   Initials of Div
                                               Supt./Pres.)   Mgr. or Dean

_____   Steve L. Crow, Ed.D.
Address   Typed or Printed Name

_____   Vice President, Administrative Services
City, State, Zip Code   Title

_____
Social Security Number

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2018

New Business Agenda Item No. H

Proposal:

That the Governing Board authorize Dr. Steven L. Crow, Vice President, Administrative Services to enter into a contract renewal with Kitchell CEM, for Program Management Services for the period January 1, 2018 through June 30, 2018.

Background:

The District has utilized Kitchell CEM for Bond Program Management Services to assist with the overall management of the Facility Master Plan, Implementation Plan and part time program management services for several years now. The District's various projects will require a continuation of the current part-time program management services. Those projects include the Baseball Field, Child Development Center-Outdoor Classroom, Proposition 39 Energy Projects, Scheduled Maintenance and other current Bond Projects to be determined. Kitchell has provided a proposal to assist the District with programming the different scopes of work, meeting with site staff, budgeting, scheduling, and the procurement of design professionals, assist/represent the District during the design phase of the projects.
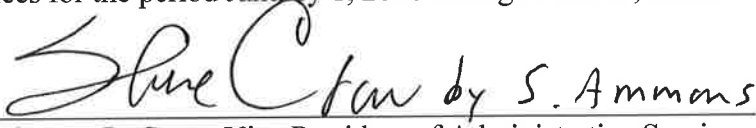
On site part-time, representing Kitchell will be Michael Carson, Senior Project Manager, with many years of experience in working with the District's bond program and construction projects. This proposal is based on 40 – 80 hours per month billed hourly in accordance to a fee schedule (unchanged from previous period) for a total not to exceed $70,300.

Budgetary Implications:

Expenses will be charged appropriately to budgets relating to Consulting.

☒ **RESOLUTION:** **BE IT RESOLVED,** That the Governing Board authorize Dr. Steven L. Crow, Vice President of Administrative Services to enter into a contract with Kitchell CEM, for Program Management Services for the period January 1, 2018 through June 30, 2018.

Recommended By: _____
Dr. Steven L. Crow, Vice President of Administrative Services

Prepared By: _____
Suzanne Ammons, Administrative Services

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

AGREEMENT BETWEEN

MONTEREY PENINSULA COLLEGE

AND

KITCHELL

FOR

PROGRAM MANAGEMENT SERVICES

January 1, 2018 – June 30, 2018

TABLE OF CONTENTS

MONTEREY PENINSULA COLLEGE & KITCHELL
FOR PROGRAM MANAGEMENT SERVICES

This Agreement between Monterey Peninsula College, hereinafter "District" and Kitchell CEM, herein "Program Manager" for continuing Program Management services is for project duration effective January 1, 2018 through June 30, 2018. This agreement can be extended at the written direction of the District, at which time the fee and hourly rates may be adjusted and/or renegotiated.

ARTICLE I - BASIC SERVICES

Following is an approximation of the work to be done for the term of the agreement. It is important to note this agreement is based on time expended and at agreed upon hourly billing rates for work performed. All the tasks listed may not be undertaken and/or completed, dependent upon such conditions as District direction, governmental agencies timelines (i.e. California Environmental Quality Act – CEQA) and other unforeseen conditions.

Under the direction of the District Vice President for Administrative Services, the Program Manager shall take the leadership role in on site representation of a Senior Project Manager and provide the following program management services that may include:

A.   **Part time Program Management services for multiple projects including:**
  - **Baseball Field**
  - **Child Development Center-Outdoor Classroom**
  - **Proposition 39 Energy Projects**
  - **Scheduled Maintenance and other current Bond Projects to be determined**

B.   **Financial Process**

Provide continuing services in conjunction with the District's established overall fiscal transaction processing, integrate/incorporate fiscal processes with the District's existing fiscal services system and coordinate approval and tracking of vendor payments.

C.   **Meetings**

As requested, and necessary, attend Board of Trustees, Citizen Bond Oversight Committee, and other campus meetings to inform on the progress and status of the program.

D.   **Consultant Coordination and Monitoring**

Work with architects, construction managers, inspectors, contractors, etc. to develop and maintain schedules. Advise the District in determining the best firms to perform work. Assist and advise on the preparation of Requests for Qualifications (RFQ) and/or Requests for Proposals (RFP).

E.   **On-Going Consulting Tasks**

Assist in the development of standard contract documents; (General Conditions, Division 1). Provide consultation on best practices in the best interest of the District for activities associated with the program management plans and construction, assist in the development of standard campus consultant agreements, assist in providing "what if" analyses to assess the impact of proposed changes.

ARTICLE II - TERMS AND CONDITIONS FOR PAYMENT

A. Program Management Fee

For the work District shall pay Program Manager a not-to-exceed fee of **seventy thousand and three hundred dollars($70,300),** based on expended hourly rates (refer to Exhibit A). The Program Manager will work diligently to perform the tasks as assigned within the not-to-exceed fee. However all tasks may not be completed and the Program Management Fee may need to be adjusted accordingly if the District wants any unfinished tasks completed. Refer to Paragraph B for Reimbursable Expenses, which are not included in the not-to-exceed fee noted in this paragraph.

The program duration is from **January 1, 2018** through **June 30, 2018**. The duration may be extended at the written direction of the District, at which time the fee may be adjusted and/or re-negotiated.

B. Reimbursable Expenses

Reimbursable expenses shall be billed at Program Manager's actual cost plus fifteen percent (15%) and shall only be paid based on documentation and supporting information. Allowable reimbursable expenses include, but are not limited to:

1. Communications (cellular phones are not reimbursable), office supplies, plans, prints, photographs, postal and delivery charges, proposals/presentations aids, office equipment (computers, copiers, fax machines, etc.) and furniture.

2. Expenses relating to web-based project management software and maintenance.

3. District authorized travel-outside the Monterey Bay region.

4. Consultants retained by the Program Manager on behalf of the District.

Records of the Program Manager's project expenses will be kept on a generally recognized accounting basis and shall be made available to District or authorized representative at mutually convenient times in the Program Manager's office, if requested.

District shall be credited with discounts, rebates, refunds, returned deposits, or other allowances credited to Program Manager incurred as part of the program.

Reimbursable expenses may not exceed **One Hundred Dollars ($100)** without written prior approval by the District. Reimbursable expenses will be invoiced separately from the Program Management Fee.

C. Payments

Program Manager shall submit billing invoices on a monthly basis to District reflecting Basic Services, authorized Additional Services, if any, and Reimbursable Expenses incurred or performed in the preceding month. Payment shall be made by the District within thirty (30) days of receipt of invoice. Payments due Program Manager under this Agreement shall bear interest at one and one-half percent (1.5%) per month commencing thirty (30) days after receipt of the invoice by District.

D. Suspension

District may, without invalidating the Agreement, order suspension of services hereunder. If the project is suspended for ninety 90 days or more, the Program Manager shall be paid their compensation due for services provided prior to the suspension plus actual, necessary, and reasonable expenses of demobilization. If the project is resumed, the Program Manager's compensation for Basic Services shall remain as set forth herein but shall be subject to renegotiation to reimburse the Program Manager for remobilization and other costs. Suspension expenses will include the reasonable cost of all necessary closeout activities, relocation of all on-site staff and equipment, plus compensation for any other costs incurred by Program Manager as a result of the suspension.

E. Termination

This Agreement may be terminated by either party upon sixty days advance written notice to the other party, should the other party fail to perform a material obligation hereunder in accordance with its terms through no fault of the other. In addition to the foregoing, District may terminate this Agreement upon written notice to Program Manager if: (a) Program Manager becomes bankrupt or insolvent, which shall include without limitation, a general assignment for the benefit of creditors; if Program Manager or a third party files a petition to reorganize debts or for protection under any bankruptcy or similar law; or if a trustee or receiver is appointed for Program Manager or any of Program Manager's property on account of Program Manager's insolvency; or (b) if Program Manager knowingly disregards applicable laws, ordinances, codes, rules, or regulations. If District terminates the Agreement pursuance to the foregoing, the amount due Program Manager, if any, shall be based upon Basic

Services, authorized Additional Services and Reimbursable Expenses incurred or provided prior to the effective date of District's termination, reduced by the amount of losses, damages or other costs sustained by District or for which District is or may be liable or responsible as a result of Program Manager's default. Program Manager shall remain liable to District for all losses, damages, claims, and other costs arising out of, in whole or in part, District's termination of the Agreement pursuant to the foregoing.

If Program Manager shall terminate this Agreement for District's failure to perform a material obligation hereunder, upon termination, District shall pay Program Manager all amounts due for Basic Services, authorized Additional Services and proper Reimbursable Expenses incurred prior to the effective date of such termination. In addition, Program Manager shall be entitled to receive, as Termination Expenses, an amount not greater than ten percent (10%) of the then unpaid portion of the lump sum fee for Basic Services. The amount of Termination Expenses shall be subject to agreement between Program Manager and District, subject to the foregoing limitation.

District may terminate this Agreement for convenience upon sixty (60) days written notice to Program Manager in which case District shall pay the actual, necessary, and reasonable expenses incurred for demobilization.

F.   Notices

Any notice provided herein shall be given in writing and by personal delivery or prepaid first class, registered or certified mail, addressed as follows:

District: Monterey Peninsula College
                     980 Fremont Street
                     Monterey, CA 93940

Attention: David Martin (effective January 1, 2018)
                     Vice President, Administrative Services

Program Manager: Kitchell CEM
                     2450 Venture Oaks, Suite 500
                     Sacramento, CA 95833

Attention: Russell A. Fox
                     President

ARTICLE III - DISTRICT'S RESPONSIBILITIES

A. Representative

District designates the Vice President, Administrative Services or his designee as its representative who shall examine documents submitted by Program Manager and shall render decisions and information promptly. Program Manager may rely on the accuracy of information provided by District's representative and that decisions furnished by District's representative are binding on District.

B. Budget

The total budget is limited to approximately $10 million remaining local bond funds for Prop. 39 energy projects and projects as approved through additional funding. This budget may be adjusted.

C. Professional Services

District shall furnish such legal, accounting, and insurance counseling services as required for the program.

D. District's Insurance

District shall file certificates of insurance with Program Manager which include the following:

1. District shall maintain general liability insurance to protect District from claims that may arise from operations under the Agreement.

2. District shall purchase and maintain machinery, equipment, or other special coverage insurance as may be required by the contract documents or by law.

3. Builder's Risk covering the full insurable value of construction.

4. District shall cause Program Manager to be covered and named as an additional insured, primary and non-contributory in any insurance coverage obtained by the District, architects, engineers, contractors, and other consultants.

5. District shall allow Program Manager to review evidence of insurance of the architects, engineers, contractor(s) and other consultants.

E. Documents

District shall give prompt written notice to Program Manager whenever it becomes aware of any fault in the project or nonconformance with the contract documents. Failure to do so shall not, however, relieve Program Manager of responsibility for any fault on its part.

F. Office Space

District may provide additional office space and furnishings for Program Manager's staff.

ARTICLE IV - ADDITIONAL BASIC SERVICES

The following items are Additional Basic Services. If any of the following Additional Basic Services (or any other services not described in Article I) are authorized by the District, they shall be paid for by the District in accordance with the schedule attached hereto as **Exhibit A: Hourly Billing Rates** and incorporated herein by this reference

A. Revisions

Making major revisions in schedules, cost estimates, or repeating other Basic Services that are inconsistent with written approvals or instructions previously given by District. Revisions, whether of a major or minor nature, resulting from the acts or omissions of Program Manager shall not be deemed Additional Services.

B. District's Construction

Making detailed appraisals of existing facilities, making surveys or inventories required in connection with construction performed by District, not managed under this Agreement. Providing services to investigate or making measured drawings of existing conditions or facilities, or verifying the accuracy of drawings or other

information furnished by District.

C. **Damage to the Work**

Providing services required in connection with the replacement of work damaged by fire or other cause during construction.

D. **Legal Assistance**

Preparing to serve or serving as an expert witness in connection with any public hearing, mediation, arbitration or legal proceeding in which District but not Program Manager is a party.

E. **Procurement/Installation of Equipment, Furnishings and Fixtures/Interior Design**

Providing services required for or connected with the specification, procurement, coordination and installation of laboratory, educational, medical or other equipment, furnishings, fixtures and District supplied items, or any services related to interior design in connection with the program.

F. **Maintenance Personnel**

Assist to obtain project maintenance personnel and to negotiate maintenance service contract.

G. **Coordination and Management of Facility Assessments**

Services or management of services related to investigations, appraisals or evaluations of existing conditions, facilities or equipment, or verification of the accuracy of existing drawings or other information furnished by the District. Provision of any estimating services associated with facility assessments.

H. **Partnering Program**

If approved by the District, provide an outside coordinator for a formal partnering program.

I. **Contractor or Consultant Default**

Services made necessary by the default of a Contractor or Consultant.

ARTICLE V – STIPULATIONS

A. **Fixed Limit of Cost**

Program Manager does not guarantee that bids will not vary from Program budget and estimates. Provided that Program Manager shall have faithfully and fully performed its obligations hereunder in accordance with the terms hereof and professional standards of care, Program Manager shall not be liable or responsible to District or any person for incidental or consequential damages of any nature resulting from any such variances.

B. **Exclusion of Responsibility for Design, Construction and Job Safety**

Program Manager shall provide the services under this Agreement in accordance with the express terms hereof, professional standards of care and applicable laws, regulations and rules. Services provided hereunder shall be provided or performed by Program Manager in a timely manner so as not to impede, hinder or delay the program. Except as expressly set forth herein, services provided hereunder shall not be deemed Program Manager's assumption of responsibility for the design documents, construction means or methods, construction site safety or the results of tests or inspections of independent testing laboratory(ies) or inspector(s).

C. **Location**

The laws in effect in the State of California shall govern this Agreement.

D. **Association**

Neither District nor Program Manager shall assign or transfer any right, obligation or other interest in this Agreement without the written consent of the other; however, Program Manager may associate with another party in the performance of its services. Program Manager's association with another party to perform the work will be at the approval of District.

E. Extent

This Agreement is for program management services and supersedes all prior representations or agreements for program management.

F. Insurance

Program Manager shall maintain the following insurance for the contract duration.

1. General Liability Insurance with a limit of $1,000,000 for each occurrence and $1,000,000 in aggregate.

2. Automobile Insurance with a bodily injury limit of $1,000,000 each person and $1,000,000 each occurrence and a property damage limit of $1,000,000 each occurrence.

3. Workers Compensation Insurance, in accordance with statutory requirements.

4. Professional Liability Insurance with a limit of $1,000,000 annual aggregate.

Insurance required of Program Manager hereunder shall be obtained from carrier(s) acceptable to District and authorized to conduct business as an insurer in the State of California. All policies of insurance shall include provisions that coverage's there under shall not be modified or canceled without at least thirty (30) days advance written notice to District. If Program Manager shall fail to obtain insurance required hereunder, District may, but is not obligated to, obtain such insurance and deduct the costs thereof, including District's administrative costs from the lump sum fee for Basic Services.

G. Indemnification

Program Manager shall defend, indemnify and hold harmless District and its Board of Trustees, officers, employees, and agents from and against all claims, losses, demands or liabilities arising out of Program Manager's breach of this Agreement or the negligent or willful acts, omissions or other conduct of Program Manager arising out of Program Manager's breach in performing the scope of services under this Agreement.

District shall defend, indemnify and hold harmless Program Manager and its Board of Directors, officers, employees, and agents from and against all claims, losses, demands or liabilities arising out of District's breach of this Agreement or the negligent or willful acts, omissions or other conduct of District in performing under this Agreement. District shall require the contractors and subcontractors to list Program Manager as additional insured.

H. Amendments

A written instrument, signed by both District and Program Manager, may only modify this Agreement. Oral understandings or other agreements not incorporated herein shall not be binding upon either District or Program Manager.

I. Disputes

All claims, disputes and other matters in controversy between the Program Manager and the District arising out of or pertaining to this Agreement shall be resolved pursuant to the requirements of Public Contract Code section 20104 *et seq.* no matter the amount of such dispute. District may require the Program Manager to resolve any disputes between the Parties in conjunction with related disputes between the District and the Contractor.

J.   Miscellaneous

1.   Successors and Assigns. Except as limited by the express terms hereof, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of Program Manager and District.

2.   Cumulative Rights and Remedies. Rights and remedies provided for herein are in addition to and not in lieu of any provided for at law or in equity. No action or failure to act by District shall be deemed a waiver of any right or remedy hereunder.

3.   Definitions. Capitalized terms used herein shall be as defined below or elsewhere in this Agreement.

   a.   Architect. The individual or firm retained by District duly licensed as an architect under the laws of the State of California for the purpose of preparing design documents for any of the projects or portions thereof.

   b.   Design Professional. The individual or firm retained by District for the purposes of preparing design documents for the projects or any portion thereof. Design professional may be an architect or engineer duly registered under the laws of the State of California.

   c.   Contractor. Any contractor under contract to District for performing a part of the construction of work on the District's campus.

   d.   Contract. The contract entered into between District and any contractor or consultant.

   e.   Gender and Number. Whenever a defined capitalized term is used herein, it shall be deemed to refer to the singular or plural and the neutral, masculine or feminine gender as necessary and required by the context in which such capitalized term is utilized.

   f.   Program Manager. The entity (Program Manager) performing the scope of services defined in this agreement as an agent and advisor to the District.

4.   No Third Party Beneficiaries. It is expressly understood and agreed that all services rendered by Program Manager under this Agreement are performed solely for the benefit of District. There are no third party beneficiaries of this Agreement and District or Program Manager hereby expressly disclaims any intention under this Agreement to affect or benefit any Architect, Design Professional and/or Contractor.

IN WITNESS WHEREOF, the authorized representatives of the parties hereto have executed this Agreement effective on the date first above written.

Date_____

David Martin
Vice President, Administrative Services
Monterey Peninsula Community College District

Date_____

Russell A. Fox
President
Kitchell CEM

EXHIBIT A: HOURLY BILLING RATES

Program Manager	$ 190 / hour
Senior Project Manager	$ 185 / hour
Project Manager	$ 165 / hour
Engineering Manager	$ 185 / hour
Estimating Manager	$ 185 / hour
Licensed Engineer/Architect	$ 145 / hour
Senior Project Engineer	$ 125 / hour
Estimator	$ 145 / hour
Scheduler	$ 145 / hour
Project Engineer	$ 115 / hour
Financial Accounting Manager	$ 115 / hour
Administrative Assistant	$ 75 / hour

Rates shall be escalated annually according to the Consumer Price Index (CPI) as published in the U.S. Bureau of Labor's Statistics Data for the Monterey Bay region.

Insurance rates are based on current policy period and shall be adjusted up or down as required at the anniversary of every renewal over the life of the contract.

Currently anticipated staff assigned to the program, their positions and titles, are as follows. This list is provided for information only, and is not necessarily the staff assigned to the program or their title for the entire program duration nor is it a complete list of the staff who may be involved and assist with the program management:

Senior Project Manager	Michael Carson
Administrative Assistant	Joann Welch

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. I

Human Resources
College Area

Proposal:
That the Governing Board approves the job description for position of Director of Facilities at Range 60 of the Management-Supervisory Salary Schedule and authorizes the recruitment to fill the position.

Background:
The District has operated without a Director of Facilities position for over six years. The Governing Board has approved independent contracts to partially address the facilities planning and management needs of the District. Since July 1, 2017 the District has contracted with Ed Johnson to directly provide project oversight and services. The proposed replacement position with revised job description for Director of Facilities will provide leadership, supervision, and planning for the department and the district. The planning for this position assumes a start date of July 1, 2018.

Budgetary Implications: The position will be funded by unrestricted funds. The annual estimated cost of the position dependent upon initial placement, including all employer contributions for payroll and health benefits, is estimated to be between $120,603 and $141,667.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approves the job description for Director of Facilities at Range 60 of the Management-Supervisory Salary Schedule, and

   BE IT FURTHER RESOLVED, that the Governing Board authorizes the recruitment to fill the position of Director of Facilities.

Recommended By: _____
Steven L. Crow, Ed. D., Vice President of Administrative Services

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

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

MONTEREY PENINSULA COLLEGE

DIRECTOR OF FACILITIES

JOB SUMMARY

Reporting to the Vice President for Administrative Services, effectively plan, organize, and provide leadership in the development, administration, and direction of District construction and renovation projects; and prepare long-range scheduled maintenance programs. Plan and direct the implementation of the District's bond program and construction projects. Oversee and coordinate the successful implementation of multiple projects from inception to completion. Perform liaison duties with government and regulatory agencies, vendors, contractors, and the District regarding facility use, traffic interaction, utilities, and commercial leases. Manage and provide professional leadership for planning, development, and coordination of all District facilities and construction.

EXAMPLES OF FUNCTIONS
Essential Functions

1. Plan, organize, direct, monitor, and provide leadership for the District's Facilities and Planning Office including facilities planning, construction programs, plant operations, facilities leasing, and parking services; manage maintenance operations of all District's centers and sites including maintenance, grounds, and custodial operations.

2. Manage and participate in the development and implementation of goals, objectives, policies, and priorities for assigned programs; recommend and administer policies, procedures, and programs.

3. Monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; recommend, within department policy, appropriate service and staffing levels.

4. Oversee and participate in the development and administration of the annual budget for assigned areas of responsibility; participate in the forecasting of funds; monitor and approve expenditures; and implement adjustments.

5. Respond to emergencies and make decisions to resolve and mitigate emergency situations or conditions resulting from the malfunction of operational building systems.

6. Plan, direct, and coordinate the work of assigned staff; review and evaluate work products, methods, and procedures.

7. Participate in the selection of new personnel for assigned areas of responsibility; train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.

8. Conduct regular inspection of buildings, equipment and grounds for fire, safety and health hazards, recommend or require proper elimination of hazards, inspect buildings relative to energy usage and savings, evaluate and recommend cost-savings methods.

9. Conduct a variety of studies, research, and investigations; prepare a variety of statistical and narrative reports including governing board reports, District committee reports, President's Cabinet reports, Chancellor's Office reports, documents, and other materials.

10. Direct and monitor the District's electronic energy management, fire alarm, and phone systems;

evaluate usage and make appropriate recommendations, adjustments and modifications. Establish energy conservation policies and procedures.

11. Direct the preparation of long-range facility plans and specifications; prepare applications for state and federal construction funds; submit plans and specifications to the Office of the State Architect for approval.

12. Prepare and submit various reports regarding College building projects and the District's Five Year Construction Plan and Scheduled Maintenance Program.

13. Provide assistance to administrators and staff in the design and remodeling of District facilities.

14. Develop plans, specifications, bid documents, and related materials; evaluate bids and recommend award of contracts for capital outlays projects, equipment and major repairs.

15. Assure compliance with the District's Injury and Illness Prevention Program, Hazardous Materials Business Plans, and other programs related to safety and environmental regulations.

16. Approve requests and contracts and coordinate the scheduling of campus facilities and vehicles; ensure that appropriate fees are invoiced and received.

17. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the fields of business, operations, facilities planning, program development and implementation.

18. Perform related duties and responsibilities as required.

Other Functions

Other functions and duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience

Any combination of education and/or experience in security, facilities management, construction management, engineering, business or public administration, architecture or related field that is equivalent to a Bachelor's degree and four years of demonstrated effectiveness as a leader and administrator with significant responsibility for facilities planning and maintenance, including one year of supervisory experience. Commitment to community college goals and objectives of sensitivity to and appreciation for, the diverse academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

Knowledge

Knowledge of: Current federal, state, county and District laws, regulations, ordinances, codes, and policies associated with areas of responsibility; physical planning, architecture, engineering, budget management; leadership, supervision and training practices; health, safety and security procedures; cost analysis techniques; application of technology to facilities operations; principles and practices of building maintenance and construction; project management methods and procedures; methods and techniques used in the design and remodeling of buildings and facilities; and basic computer functions and software.

Abilities
Ability to: Manage day-to-day operations; prepare and interpret plans, blueprints, and diagrams; prepare estimates of material and equipment for proposed installations; maintain records and files; demonstrate excellent interpersonal and oral and written communication skills combined with strong leadership, organization and coordination skills; manage multiple projects and meet scheduled timelines; customer focused operations; ability to work effectively with all levels of the District in a multi-ethnic and multi-cultural environment with students, faculty, management and staff of diverse backgrounds; represent the District and maintain effective relationships with the California Community College Chancellor's Office, governmental agencies, contractors, vendors, architects, engineers, local law enforcement agencies, community groups, and the general public; assess problems, analyze situations accurately; identify alternatives; and adopt an appropriate and effective source of action.

PHYSICAL EFFORT/WORK ENVIRONMENT
Medium physical effort; sitting, standing, or walking for extended periods of time; periodic handling of medium weight parcels, equipment, or supplies of up to 30 pounds. Indoor and outdoor work environment.

LICENSES AND CERTIFICATES
A California driver's license is required and must have an acceptable driving record and current vehicle insurance meeting State of California requirements.

Board Approved:
Management-Supervisory Salary Schedule-Range 60

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. J

<u>Student Services</u>
College Area

Proposal:
That the Monterey Peninsula College Board of Trustees approve the 2017-2019 Monterey Peninsula College Student Integrated Basic Skills Initiative, Student Success and Support Program, and Student Equity Plan dated December 2015.

Background
In 2017, the California Community College system integrated the plan for three programs: Basic Skills Initiative, Student Success and Support Program, and Student Equity. Prior to this, all three programs were required to submit individual plans that detailed how funds for all three programs are used on college campuses. The Chancellor's Office's template for the Integrated Plan was released in Spring 2017, covers a two year timespan, and promotes integrated planning and program coordination at the college and district level. The plan requires colleges to report on efforts outlined in prior plans and to analyze disaggregated data for the following student groups: current or former foster youth, students with disabilities, low-income students, veterans, race/ethnicity, and gender. The plan must identify and develop goals and activities for the general population and for identified student groups that address disproportionate impact and serve to increase student success rates.

Budgetary Implications:
None.
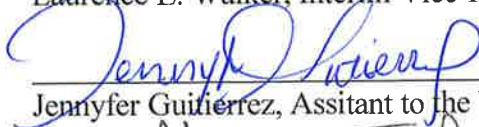
☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approve the 2017-2019 Monterey Peninsula College Integrated Basic Skills Initiative, Student Success and Support Program, and Student Equity Plan dated December 2017.

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

Prepared By: _____
Jennyfer Gutiérrez, Assitant to the Vice-President of Student Services

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

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

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
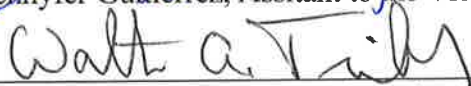
- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

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

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

DATA-DRIVEN PLANNING

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

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

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

In addition, the following data should inform your planning:

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

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

Goal	Progress
Student Equity Access Goal: Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, and individuals with disabilities. The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula service area. Identified targets were to decrease the gap for low-income students by 1%, for white students by 1%, and for individuals with disabilities by 2% by 2019.	For the Access indicator, colleges are asked to compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. One of the challenges with this metric is that the labels that are used to identify different student populations are different from the labels used to identify population groups in the community. For example, in the case of race/ethnicity, the CCCCO MIS unit includes "Filipino" and "Unknown" groups. The source for community population data--the U.S. Census Bureau--includes neither "Filipino" nor "Unknown" but does include "Some other race." Thus, comparing student population data to community data is an "apples to oranges" comparison. The percentage point gap for the white student population has increased between our 2014/2015 cohort and our Fall 2016 cohort. Data sources for an analysis of our service area community demographics based off of gender, foster youth status, disability status, and veterans status were unavailable at the time that our analysis was conducted. Our efforts to increase access to the college included the following activities: • Several departments at the college have assigned staff to conduct outreach activities • The addition of a Categorical Services Coordinator at the Monterey campus focused on outreach and orientation has allowed for collaborative outreach efforts and calendaring across campus. • Monterey Peninsula College has added a

	Categorical Services Coordinator position at the Marina Education Center (MEC) with a focus on outreach and recruitment for the MEC. The MEC serves as a more convenient location for residents in the northern portion of the Monterey Peninsula, home to the majority of the area's low-income households • Promotion of the college at community events, including the Monterey County Fair, local city parades, Boys & Girls club, high school college fairs, Rancho Cielo, CalWORKS Employment Services (CWES) Celebration of Services, SELPA Community Resource Fair • Identification of best practices for outreach and recruitment • Increased outreach efforts to low income students at service area high schools and community agencies • Development of outreach and marketing materials • Collaboration with foundations and community organizations that support foster youth • Development of a pre-college outreach program for foster youth • Development of a Student Ambassador program • Development of an open house/Welcome day event, Join the Pack! • Development of a virtual/self-guided campus tour • Tours and presentations for community groups - including high schools, migrant youth, ROP, adult school students, GEAR UP, • Financial Aid and Cash for College workshops • Registration events to assist students with registering for courses • Participation and attendance at a variety of professional development trainings that provide support for increasing student success

	○ Webinar: What the Best Recruiters Do: The Art of Selling Your College ○ Dual Enrollment Workshops
Student Equity Completion Goal #1: Increase the course completion rates for foster youth, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, low income, and Hispanic/Latino students. The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Identified targets were to decrease the gap in completion rates for Black/African American students by 2%, for Hispanic/Latino students by 1%, for Native Hawaiian/Pacific Islander students by 2%, for low-income students by 1%, and for foster youth by 2% by 2019.	As of Fall 2016, we met our targeted goals for the Native Hawaiian/Pacific Islander student population which saw the percentage point gap decrease by 6.6 percentage points, for our low income students which saw the percentage point gap drop by 4.04 percentage points, for the American Indian/Alsaka Native student population which saw a percentage point gap decrease of 10.74 percentage points, and for foster youth which saw the percentage point gap drop by 2.52 percentage points. The gaps for the first three population groups above are now at a threshold that does not indicate a possible disproportionate impact. At the same time, there was a 1.69% increase in the percentage point gaps for our Black/African American student and a 1.64% increase in the percentage point gap for our Hispanic/Latino student populations. Our efforts to increase general course completion have included the following activities: • Increased counseling support in programs that serve these population groups to assist students with developing their education plans and to provide a source of support and referral when students are struggling • Expanded and increased the support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion • Increased and broadened tutorial support available for students, including support in existing tutorial centers such as the Math Learning Center and the TRIO Learning Center and creation of a new STEM Cel tutorial support • Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared • Expansion of on campus Student Success Workshops focus on topics that support

	stronger student skills (ex. Time management, note taking, test anxiety, goal setting) to include online workshop availability for students unable to attend in person workshops
	• Development of a first year experience program with a summer bridge component
	• Kognito training for faculty, staff, and students on recognizing signs of psychological distress and connect them to appropriate services
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	    o Umoja Conference
	    o Great Teachers Seminar
	    o Expanding Equity Discussion Series
	    o On Course Training
	    o A2Mend Conference

Student Equity Completion Goal #2: Reduce the number of African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, more than one race, low income, and individuals with disabilities students who are an academic/progress (financial aid) probation and/or dismissal. The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Specific targets for decreases in probation and dismissal rates were not identified in our 2015-2016 Student Equity Plan. Instead, we identified the above mentioned targets for decreasing gaps in overall	As of Fall 2016, there were percentage point gap decreases in academic/progress probation and dismissal rates for our Native Hawaiian/Pacific Islander students which dropped by 2.58 percentage points, for students who identify as more than one race with a percentage point gap drop of 3.69 percentage points, and for our low income students which saw the percentage point gap drop by 4.76 percentage points. At the same time there was a 3.88% gap increase for African American students, a 0.07% gap increase for Hispanic/Latino students. Our efforts to increase general course completion rates have included the following activities: • The college has increased counseling support to students and provided a series of "On Track" probation workshops to • Expansion of on campus Student Success Workshops focus on topics that support stronger student skills (ex. Time management, note taking, test anxiety, goal setting) to include online workshop availability for students unable to attend in person workshops • Expanded and increased the support for book vouchers, campus lending libraries, and books on reserve Library so that students have

course completion rates as a decrease in probation rates should also impact course completion rates.	greater access to textbooks in a timely fashion
	• Kognito training for faculty, staff, and students on recognizing signs of psychological distress and connect them to appropriate services
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	   o Umoja Conference
	   o Great Teachers Seminar
	   o A2Mend Conference
	   o On Course Training

Student Equity Basic Skills Completion Goal #1: Increase the completion rate for low income students taking English as a Second Language courses. The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. The targeted goal was to eliminate the gap for this population group by 2019.	As of Fall 2016, there was a percentage point decrease of 0.2 percentage points for English as a Second Language students that are also low income. Our efforts to increase basic skills English as a Second Language course completion rates have included the following activities: • Hiring additional staff to provide follow up support to students, keeping them connected and engaged with staff on campus. • Implement targeted support in collaboration with the English as a Second Language Department that provides increased and focused support for our English language learners. • Increased and targeted counseling support • Classroom visits and presentations • Bus passes • Child care grants • Increased support for books on reserve in the Library so that students have greater access to textbooks in a timely fashion, including sets of books that are available for semester length checkout • Laptop lending library so that students who do not have access to computers at home can check a machine out for the duration of the term and work on their coursework from home • Summer bridge program for English language learners

	• Increased outreach at service area high schools with English as a Second Language programs
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	  ○ On Course National Seminar
	  ○ California Acceleration Project Workshop
	  ○ Reading Apprenticeship

Student Equity Basic Skills Completion Goal #2: Increase the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses. The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. The targeted goal was to eliminate the gap for this population group by 2019.	As of Fall 2016, there is a percentage point decrease of 8.1 percentage points for individuals with disabilities that places them below the threshold that indicated a possible disproportionate impact and the gap for African American students has been eliminated. At the same time, there was an increase of 4.5% in the gap for Hispanic/Latino students. Our efforts to increase basic skills English course completion rates have included the following activities: • Presentations in the classrooms to inform students about available services and resources • Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms • Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion • Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared • Implementation of an English acceleration pilot course that allows students to move up one level in the English sequence with additional support offered through a corequisite support course • Development of a Writer's Workshop series for high school seniors to review tips for high

	stakes writing tests, to provide individual feedback on "on demand" writing, and to increase placement results on the writing portion of the English Assessment
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	    o California Acceleration Project Workshops
	    o Reading Apprenticeships
	    o Innovative Educators Online Workshops
	    o On Course National Session

Student Equity Basic Skills Completion Goal #3:
Increase the completion rates for white students taking basic skills math courses.
 	
The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus wide average. The targeted goal was to eliminate the gap for this population group by 2019.
	As of Fall 2016, the gap for white students has been eliminated.
	
	Our efforts to increase basic skills math course completion rates have included the following activities:
	• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion
	• Increased and broadened tutorial support available for students, including support in existing tutorial centers such as the Math Learning Center and the TRIO Learning Center and creation of a new STEM Cel tutorial support
	• Expansion of the SCORE+ Summer Bridge program: an intensive math and counseling support program that allows acceleration through the math sequence
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	    o Great Teachers Seminar
	    o Innovative Educators Online Training
	    o Webinar: Early Alert and Student Retention

Student Equity Degree/Certificate Completion Goal #1:	As of Fall 2016, there a percentage point decrease of 1.16 percentage points Hispanic/Latino students that places them below the threshold that indicates a possible disproportionate impact. At the time that the

Increase the degree and certificate completion rates for Hispanic/Latino students and students who identify as some other race. The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Identified targets were to decrease the gap in completion rates for Hispanic/Latino students by 2% by 2019.	Fall 2016 data was analyzed, data regarding students that identify as some other race was unavailable. Our efforts to increase degree and certificate completion rates have included the following activities: • Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms • Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion • Expansion of the SCORE+ summer bridge program, which provides counseling support and acceleration for progression through the math sequence. • English, English as a Second Language, and Math Departments attended California Acceleration Project conferences, hosted Dr. Katie Hern at MPC for an interdisciplinary workshop on acceleration, and have implemented acceleration courses (a pilot corequisite course for English students and a Pre-Stats course pathway for math students) to allow students to reduce the number of courses required to obtain college ready level in coursework • English as a Second Language and Math Departments piloted supplemental instruction in courses at the Marina campus and then expanded to include courses offered at the Monterey campus • Development of a monthly Campus Connections series that provides an opportunity for students to meet, connect, and develop relationships with MPC staff, students, alumni, and community members • Implementation of a "How to Choose a Major" workshop • Participation and attendance at a variety of professional development trainings that provide support for increasing student success

	o PCC Pathways Symposium o Webinar: Growth Mindset Matters: Incorporating Grit, Resilience & Self-Efficacy in your FYE Program o On Course Training
Student Equity Degree/Certificate Completion Goal #2: Continue to provide support and activities to populations whose data were suppressed due to low numbers and who were identified in the 2014-2015 Student Equity Plan: Foster Youth, Veterans, and Individuals with Disabilities. The data for these population groups were suppressed since the population groups were so small that the data was not reliable indicators. While specific target numbers were not identified, we continued efforts so as to ensure degree/certificate completion for these population groups.	As of Fall 2016, there do not appear to be any possible disproportionate impacts in degree and certificate completion rates for individuals with disabilities, low-income students, or veteran students. The population size for foster youth continued to be too small to provide significant data and that data were suppressed. Our efforts to increase degree and certificate completion rates have included the following activities: • Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms • Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion • Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared • The Veterans Resource Center implemented a Boots to Books program that offers a series of workshops to veterans to help them transition from service member to student • Provide counseling support available in the Veterans Resource Center • Kognito Training for faculty and staff on supporting veterans by building military cultural compentency • Kognito Training for veteran students on supporting other veterans transition to college life • Implemented an orientation for veterans students that provides an overview of the VA certification process and requirements and

	identifies campus and community resources for veterans.
	• Increased counseling support in the EOPS office for former foster youth
	• Our Foster Youth liaison partnered with the Monterey County Foster Youth Services Advisory Council to connect with and provide increased support resources for our former foster youth students.
	• Scholarship awards for foster youth
	• Developed a better process for identifying foster youth and streamlined the verification process with the Department of Social Services to better provide support
	• Implementation of a "How to Choose a Major" workshop
	• Recruitment to Completion Committee and <u>Redesigning America's Community Colleges</u> (Bailey, Jaggars, &Jenkins)

	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	   o Webinar: How to Design a Community College First-Year Course that Fosters Persistence and Success
	   o Webinar: Retention Modeling, Using Data to Customize Interventions
	   o IEPI Pathways Training Workshop
	   o Career Pathway Workshops

Student Equity Transfer Goal #1: Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each. The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula Community.	As of Fall 2016, an elimination of the gap for African American students and a percentage point decrease of 2.07 percentage points for low income students which places them below the threshold that indicates a possible disproportionate impact. At the same time, there was a 2.19% increase in the percentage point gap for students with disabilities. At the time the data was analyzed, there was not data available for the population of students who identify as some other race. Our efforts to increase transfer rates have included the following activities: • Increased promotion of the services available

	in the Career/Transfer Resource Center
	• Expansion of a workshop series focused on transfer to include general transfer information and enhancements in the transfer application workshop
	• Visits and tours of nearby baccalaureate institutions and also
	• Tours of HBCU college campuses
	• Trips to college fairs
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	    ○ ETS Conference
	    ○ UC/CSU Conference
	    ○ Recruitment to Completion Committee and <u>Redesigning America's Community Colleges</u> (Bailey, Jaggars, and Jenkins)

Student Equity Transfer Goal #2:
Continue to provide activities to increase the transfer rate for students for whom the data were suppressed or non-existent.
 	
The data in the 2015-2016 Student Equity Plan was suppressed for the American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Unknown gender population groups since the population groups were so small that the data were not reliable indicators. While specific target numbers were not identified, we continued efforts so as to ensure transfer for these population groups.
	As of Fall 2016, the population sizes for these groups continued to be too small to provide significant data and the data were suppressed.
	
	Our efforts to increase transfer rates have included the following activities:
	• Promotion of the services and resources available in the Career/Transfer Resource Center
	• Increased numbers and variety of representatives from baccalaureate institutions that come to the colleges to speak with students.
	• Introduction of a workshop series focused on transfer.
	• Tours to baccalaureate institutions for students to visit the campuses and learn more about the options available
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	    ○ ETS Conference
	    ○ UC/CSU Conference
	    ○ Umoja Conference

Student Success and Support Program Goal #1: Develop probation workshop for students on academic or progress probation level 1	Our efforts to meet this goal included the following activities: • Establishing a set on "On Track" workshops for students (available in a monthly workshop and online) for students on Probation Level 1 that details how they got on probation and then discusses tips and actions they can take to move off of probation • Development of and referral to online Student Success Workshop series • Several special programs have developed a series of Student Success Workshops to help student develop and refine the skills and tools necessary to succeed • Participation and attendance at a variety of professional development trainings that provide support for increasing student success o On Course Training o Innovative Educators online and on demand webinars
Student Success and Support Program Goal #2: Establish a noncredit SSSP support team	Our efforts to meet this goal included the following activities: • Hiring of a counselor and English as a Second Language follow up support staff specific to English as a Second Language (ENSL) students that partners with the ENSL Department to provide additional support and resources to English language learners • Development of a noncredit orientation and schedule building workshop • Follow Up support hours available in the ENSL Office located near the ENSL lab
Student Success and Support Program Goal #3: Enhance online/virtual counseling support	Our efforts to meet this goal included the following activities: • Introduction of Cranium Café, an online counseling system that allows for a more interactive counseling support for students who are not able to visit a counselor on any of the college campuses • Participation and attendance at a variety of professional development trainings that provide support for increasing student success o Cranium Café Training

Basic Skills Initiative Goal #1: Expand tutoring services to Distance Education students	Our efforts to meet this goal included the following activities: • During the summer of 2015 BSI provided on-line tutoring services via audio/video 1:1 sessions to basic skills math students (Math 263 and below). This program provided support for students who did not previously have access. • Participation and attendance at a variety of professional development trainings that provide support for increasing student success ○ Reading Apprenticeship ○ TutorLingo online training • The English and Study Skills Center has implemented on-line tutoring for the English course that is one level below college level.
Basic Skills Initiative Goal #2: Extend Supplemental Instruction/Embedded Tutoring	Our efforts to meet this goal included the following activities: • The Supplemental Instruction (SI)/Embedded Tutor Pilot Project began in December 2015 as an academic assistance program designed to increase student performance and retention for Basic Skills students at the Marina Campus. • SI provided regularly scheduled, out-of-class, peer facilitated study sessions. ○ The tutors attended all scheduled classes, taking notes and modeling effective student behavior. ○ Tutors conducted weekly study sessions at pre-arranged times to reinforce class content and provide appropriate study strategies. ○ Student attendance was voluntary and not linked to course grade. ○ There were three SI tutors who supported three math classes during Spring 2016. • The Embedded Tutor program provided tutors in classrooms to assist the instructor during break out groups or to provide one-to-one practice to assist students who may have needed extra attention while learning the subject matter.

	o These tutors did not meet with the students at any other time outside of the classroom and only provided tutoring during the specific class period.
	o There were two embedded tutors who supported two ENSL classes during Spring 2016.
	• Expanded the SI/Embedded tutor program to include offering SI/Embedded tutoring at the Monterey campus
	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success
	    o Reading Apprenticeship
	    o Innovative Educators on demand and online webinars

Basic Skills Initiative Goal #3: Provide acceleration in Math for incoming MPC students.	Our efforts to meet this goal included the following activities:
	• The SCORE+ program began as a counseling/math intensive two-week summer bridge program during Summer 2015 for new/incoming MPC students who assessed into the Math 351 level.
	    o During the two-week program, the students were provided intensive counseling instruction and an intensive review of math material from the Math 351 (Pre-Algebra) course.
	    o The students were provided a challenge exam to possibly advance to the next level in the math sequence (Math 261 - Beginning Algebra).
	    o Of the original 22 participants in the two-week program, 14 students were able to advance from Math 351 and into the Math 261 level.
	
	The SCORE+ program was expanded in Summer 2016 to allow acceleration for two course levels, continuing with intensive training for students who placed into Math 351 and adding a section for students who placed into Math 261.

	• Participation and attendance at a variety of professional development trainings that provide support for increasing student success (Should we list specific trainings?)

b. What do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

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

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

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*
Increase completion and advancement through intensive counseling instruction and	• Provided assessment and counseling for students who assessed into Math 351 and Math 261.	• Provided assessment and counseling for students who assessed into Math 351 and Math 261.	• Bridge program provided assessment and counseling for students who assessed into Math 351.

intensive math review.	• Provided extended orientations for students.	• Intensive counseling instruction and intense review of Math to prepare students for challenge exam. • Provided summer bridge program for intensive math review.	• Through intensive counseling instruction and intense review of Math, students were provided the opportunity to take the challenge exam to advance to the next level in the Math sequence.

2. **Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

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

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

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

==FUTURE PLANS==
==Questions 3-8 address the 2017-19 planning cycle.==

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

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

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

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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Example: Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the dev. Ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. Ed. sequence*	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*
Increase access to the college for high school students	• Enhance collaboration with high schools • Develop a comprehensive plan to coordinate outreach activities • Develop outreach materials and marketing efforts • Outreach, presentations, and information sessions in the District's service area • Develop outreach activities and materials targeted toward Dreamer students, individuals with disabilities, former foster youth, and low-income students	• Enhance collaboration with high schools • Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan (listed in section 1a of this plan, pages 3-14) • Develop a comprehensive plan to coordinate outreach activities • Develop outreach materials and marketing efforts • Develop outreach activities and materials targeted toward Dreamer students, individuals with disabilities, former foster youth, and low-income students • Outreach, presentations and	• Enhance collaboration with high schools • Develop strategies to increase ESL offerings linked to workforce programs and certificates • Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment • Establish baseline data and information to measure progress toward interventions • Improve data collection tools and provide	☒ Access ☐ Retention ☐ Transfer ☐ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other: _____

	• Assessment on the high school campuses • Schedule Building Workshops for high school students on Join the Pack! Day • Registration Events on the campuses and at local high schools during evening hours • Partner with service area high schools to develop dual enrollment programs • Partner with CSUMB to implement a dual admissions program (Admission through Co-Enrollment) • Establish a Welcome Center • Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment • Develop and enhance Dual Enrollment programs (CCAP) with all high schools in our service area • Expand the Admissions	information sessions/summits in the District's service area • Join the Pack! Day – open house • Student Ambassador Program • Collaborate and develop relationships with foundations and community organizations that support foster youth • Establish a Welcome Center to provide a welcome and easily accessible/one-stop support and assistance resource for prospective and new students • Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment • Data collection (work with Rosaleen to find a better way to explain what BSI is looking to have – better data sources and information. Maybe bring Paul Long into the conversation)	greater support for understanding data	

	through Co-Enrollment Program with CSUMB • Implement a Curriculum Symposium in partnership with local high schools • Develop an ENSL Essay writing workshop similar to the one for English that provides tips and guidance for writing in a high stakes environment			
Increase the overall campus course completion rate to 72% by Fall 2019.	• Provide extended orientation • Increased Early Spring and Summer term counseling support • Enhance schedule building workshops • Enhance probation support for students on second level academic and/or progress probation • Implement student success workshop series, including Innovative Educators StudentLingo on demand workshops	• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan • Develop a first year experience program with a summer bridge component • Increase, broaden, and promote tutorial support • Further expand student support workshop series • Further expand book lending libraries in EOPS and TRIO SSS and books on reserve in the Library and at the MEC for basic skills level courses	• Expand supplemental instruction to include basic skills courses in math and English (in addition to ESL)	☐ Access ☒ Retention ☐ Transfer ☒ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other: _____ _____

	• Develop expanded orientation programs • Follow Up support for English as a Second Language students • Revise and promote Early Alert process to faculty and staff • Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment and persistence • Data collection (see notes in red in goal) and expansion to include qualitative data analysis	• Create lending library in the Veterans Resource Center • Expand SCORE+ Math Summer Bridge Program • Supplemental Instruction • Provide Academic Success Kits • Incorporate the 8 Key Activities for Veterans Success • Develop a summer bridge program for students in the Access Resource Center • Follow up support staff and resources to help students with completion • Increase available tutorial support • Implement a summer bridge program for Veteran Students		
Increase the campus wide rate of students who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job to 22%[*] by Fall 2019, with a focus on closing the gaps for disproportionately impacted population groups.	• Identify and implement a degree audit system • Increase Early Spring and Summer counseling support • Provide increased professional development and training opportunities that allow staff to better support students • Promote and enhance	• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan • Implement a Boots to Books program for veterans • Increase Early Spring and Summer counseling support • Develop a workshop series	• Expand basic skills sequences in math and English at the Marina campus to increase enrollment and completion in campus programs. • Develop summer bridge programs	☐ Access ☒ Retention ☐ Transfer ☐ ESL/Basic Skills Completion ☒ Degree & Certificate Completion ☐ Other: _____ _____

*This target of 22% does not apply to the rate of students receiving specific skill sets that prepare them for in-demand job training. We currently have a data source for this information however, we are working to evaluate options in the Student Success Scorecard that will allow us to identify a data source and set a specific target.	schedule building workshops and ed planning	focused on the pathways to degree/certificate completion ("How to Get Out/Move Forward.") • Crisis Intervention training for faculty, staff, and students • Develop Peer Mentoring programs • Provide Academic Success Kits • Increase available tutorial support • Provide professional development training to assist faculty and staff with providing a culturally responsive learning environment		
Increase the campus wide rate of students who transfer to baccalaureate institutions to 47% by Fall 2019.	• Enhance and promote online counseling availability • Develop and promote application workshop series • Hire counselors with expertise in transfer • Develop intensive, intrusive follow up support • Identify students who are close to completion and reach out to encourage them to continue	• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan • Promote the Career/Transfer Resource Center • Increase the variety of college representatives and their visits to the CTRC • Increase CTRC workshop offerings	• Develop a peer mentor program (check in with BSI to make sure it's okay to have this here)	☐ Access ☐ Retention ☒ Transfer ☐ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other: _____

	• Implement a degree audit system • Enhance follow up support to reach out to students without education plans and connect them to counseling • Increase marketing and promotion of available counseling and transfer resources • Bring counseling services to student spaces (Ex. Counseling hours in the student center) • Develop and implement Guided Pathways	• Provide Transfer announcements in the Student Portal • Explore and develop a transfer oriented summer bridge program • Provide Academic Success Kits • Develop pathways for the transition of veterans to transfer institutions • Provide professional development training to assist faculty and staff assisting students to transfer • Partner with veterans resource and support centers available at the baccalaureate institutions • Increase visits to baccalaureate institutions • Continued tours of Historically Black College and Universities campuses • Develop and implement Guided Pathways		
Reduce students' excessive units (150% of the program of study) accumulation and advance their progress toward completion of	• Implement a degree audit system • Counseling • Probation workshops • Promote "How to Pick a Major" workshops	• Workshops • Develop and implement Guided Pathways	• Provide course acceleration programs • AB705	☐ Access ☒ Retention ☐ Transfer ☒ ESL/Basic Skills Completion ☒ Degree & Certificate Completion ☐ Other: _____

their program of study (for students identifying goals of certificate, associate degree, or transfer attainment)	• Intrusive counseling for students who have high number of units completed and market/promote "Here's how close you are to a degree" and encourage them to meet with a counselor • Follow up support for cohorts close to completion in the Student Success Scorecard • Develop and implement guided pathways			

4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

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

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

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

The future goals identified in this plan integrate the efforts of these three programs and extend further through their connection to the college's mission, Education Master Plan, and IEPI goals. Additionally, our efforts tie directly to the California Community College system wide goals outlined in the Chancellor's Office's Vision for Success.

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

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

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

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

6. **Describe your professional development plans to achieve your student success goals. (100 words max)**
The College will provide professional development opportunities for faculty and staff to help achieve student success goals, including training on:
- Developing inclusive, supportive, and empowering environments
- Effective and innovative approaches to teaching and learning
- Developing accelerated pathways through the English, English as a Second

Language, and math sequences
- Culturally responsive teaching and services
- Online counseling and service delivery
- Career coaching and diagnostic assessments
- Mental health first aid and support
- Supporting veterans, low income, foster youth, and students with disabilities
- At-risk populations
- Campus safety
- Organizational development
- Student Success
- Technology

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

7. **How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**
We will evaluate our program toward meeting our student success goals for both credit and noncredit students by the middle point of each term. Both formative and summative, our evaluation will be ongoing, which will allow us to make adjustments along the way to better meet the needs and provide support to students. This has also been incorporated into the college's Planning and Evaluation calendar to institutionalize this processes and to connect equity to all efforts at the institution.

8. **For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**
N/A as Monterey Peninsula College is part of a single college district.

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

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

Monterey Peninsula CCD
Monterey Peninsula College

Planned Expenditures

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

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	$ 40,000	$ 231,048	$ 437,069	$ 778,376	$ 50,410	$ 13,554	
2000	Classified and Other Nonacademic Salaries	$ 30,000	$ 52,193	$ 358,724	$ 409,653	$ 7,311	$ 72,900	
3000	Employee Benefits	$ 12,250	$ 119,429	$ 505,932	$ 482,839	$ 30,989	$ 17,213	
4000	Supplies & Materials	$ 2,000	$ 13,500	$ -		$ -		
5000	Other Operating Expenses and Services	$ 5,750	$ 42,051	$ -		$ -		
6000	Capital Outlay		$ 10,000	$ -		$ -		
7000	Other Outgo		$ 18,261	$ -		$ -		
	Program Totals	$ 90,000	$ 486,482	$ 1,301,725	$ 1,670,868	$ 88,710	$ 103,667	
					Match		**Match**	
					BSI, SE, & SSSP Budget Total			$ 1,966,917

2016-2017 Allocation   608,102   1,517,791   108,081
2017-2018 Advanced Allocation   486,482   1,214,233   86,465
*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

10. **Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**
Monterey Peninsula College's Executive Summary for the 2017-2019 Integrated Basic Skills Initiative, Student Equity, and Student Success and Support Program can be access on our website. (Will add the link once it's available.)

11. **What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**
We would appreciate support from the Chancellor's Office that covers topics such as best practices information, data visualization tools, and consistent approaches to data literacy. Additionally, we would like increased opportunities to bring similar programs together to share efforts and ideas, such as a mega conference or a summit.

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

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

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

Part III – Approval and Signature Page

College: Monterey Peninsula College   District: Monterey Peninsula Community College

Board of Trustees Approval Date: _____

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

Chancellor/President	Date	Email Address

Chief Business Officer	Date	Email Address

Chief Instructional Officer	Date	Email Address

| Chief Student Services Officer | Date | Email Address |

| President, Academic Senate | Date | Email Address |

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. K

Proposal: That the Governing Board receives a report on the results from the 2017 Career Technical Education Outcomes Survey (CTEOS).

Background:

The Research and Planning (RP) Group partnered with the Bay Area Community College Consortium and practitioners from around the state to develop a survey to understand the outcomes of students who participated in Career Technical Education (CTE) programs in the California community colleges. The survey assesses whether students became employed within their field of study, whether community college coursework positively affected students' earning potential, and why students left the program of study.

Monterey Peninsula College participated in the CTEOS in 2015, 2016, and 2017. This report will present findings from 2017 and trends across the three year period.

Budgetary Implications: None

☒ **INFORMATION:** Career Technical Education Outcomes Survey (CTEOS) results
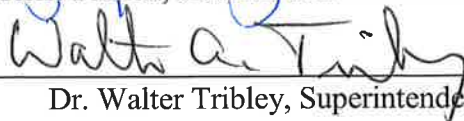
Recommended By: _____
Kiran Kamath, Vice President of Academic Affairs

Prepared By: _____
JoRene Finnell, Administrative Assistant to the VPAA

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

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. L

Academic Affairs
College Area

Proposal:

That the Governing Board receive an information report summarizing Monterey Peninsula College's submission of the Guided Pathways self-assessment to the California Community College Chancellor's Office.

Background:

California Community Colleges Guided Pathways is a multi-year state program designed to provide all California Community Colleges with the opportunity to implement Guided Pathways for the purpose of significantly improving student outcomes. The 2017-18 California State Budget provided $150 million in one-time grants to seed the expansion of the Guided Pathways framework across the California Community Colleges over the next five years. The application process includes three requirements: (1) attendance at an IEPI workshop on the self-assessment process, (2) the completion of the Guided Pathways self-assessment (due December 23, 2017), and (3) the completion of a Guided Pathways multi-year work plan (due March 30, 2018).

MPC sent a cross-functional team of faculty, staff, and administrators to the IEPI workshop on the self-assessment process on October 23, 2017. After attending the workshop, the team met with additional members of the campus to debrief and begin work on the self-assessment document. The self-assessment reflects the team's discussions regarding the current state of MPC's systems and practices and the capacity-building resources that may be needed for the College to engage in Guided Pathways.

Budgetary Implications:

If accepted, MPC's application may result in a possible total 5-year allocation of $702,803 to support Guided Pathways.

☒ **INFORMATION:** That the Governing Board receive an information report summarizing Monterey Peninsula College's submission of the Guided Pathways self-assessment to the California Community College Chancellor's Office.
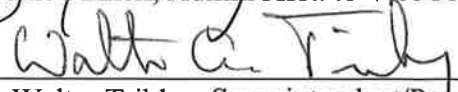
Recommended By: _____
Dr. Jon Knolle, Dean of Instruction

Prepared By: _____
JoRene Finnell, Admin Asst. to Vice President Academic Affairs

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

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics		X		
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills		X		
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports	X			
	10. Integrated Technology Infrastructure	X			
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment					

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	☐ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	☑ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	☐ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	☐ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  A small number of programs have already engaged in dialog about pathways and program mapping. Initial conversations have included discipline faculty, counselors, classified support staff, and administrators. Programs regularly engage in conversations about student success through activities such as Program Reflections and Learning Outcomes Assessment. However, inquiry and dialogue about student success have not been in the context of Guided Pathways.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  MPC established an Office of Planning, Research, and Institutional Effectiveness (PRIE), hired a Dean of PRIE to provide leadership, and added an associate researcher to assist the college in accessing, understanding, and using data to guide decision making. A small number of programs have engaged in conversations about Career Pathways and Guided Pathways. The College used Strong Workforce Program funds to hire the Career Ladders Project to assist with conversations about pathways and student success.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  Not all campus groups have engaged in dialogue about, or have developed an understanding of, Guided Pathways. Conversations about pathways have primarily taken place in within few divisions and have not yet engaged a broad range of campus constituents. Campus personnel are still developing an awareness of and fluency in the use of local data to inform decision making. Engagement with program or department-level data is not yet regular and systematic practice in all areas of the College. Individuals and groups already express concern about competing priorities such as multiple initiatives and increasing demands on the College's resources.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

	INQUIRY (1-3)			
	Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.			

	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	☐ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	☑ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	☐ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	☐ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  The College has identified and regularly reports on some benchmarks for student success such as Institution Set Standards and the Student Success Scorecard. However, MPC has not set benchmarks for student success for all programs and services.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  With support from the Office of Planning, Research, & Institutional Effectiveness (PRIE), MPC has begun to tie measurable goals in its plans to metrics that it is already tracking. For example, the goals in the SEP/3SP/BSI Integrated Plan reflect goals set for indicators being tracked through the IEPI framework.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  Although data are used to set institutional benchmarks and inform dialogue and decisions in many areas, this is not yet a systematic practice across all programs. Data related to Guided Pathways metrics (e.g., program completions, average units, etc.) have not been easily accessible by program faculty until recently. As more programs begin to examine these data and discuss their implications, it may be necessary to engage in difficult conversations about contributing factors and next steps. It will be challenging, but critical, to remain constructive, solution-focused, and student-centered in order to make progress on this key element.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**
  The Office of Planning, Research, & Institutional Effectiveness (PRIE) is developing tools specifically designed to help the campus engage and interact with local data relevant for a Guided Pathways implementation. These tools will extend and enhance the Guided Pathways data available on the CTE Launchboard and help align benchmark indicators across key campus initiatives.

	INQUIRY (1-3)
	Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF)	☐ College is currently not integrating or planning to integrate planning in the next few months.	☑ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	☐ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.	☐ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives. Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**

  MPC is in the process of establishing new and clearer systems and processes to guide planning and resource allocation. However, the systems/process have not yet been fully implemented. Additionally, not all current plans demonstrate consistent and intentional alignment with College goals.

- **Describe one or two accomplishments the college has achieved to date on this key element.**

  In September 2015 and May 2016, MPC hosted two retreats under the title "From Recruitment to Completion" (R2C) including faculty, staff, and managers to begin dialogue about pathways to student success. Over 100 copies of the book *Redesigning America's Community Colleges* were distributed to retreat participants and others across the campus. MPC has since established a short-term temporary position to serve as a resource supporting the development educational pathways. MPC has established a formal CTE committee to enable programs to share information and work together on topics including Guided Pathways. MPC's CTE programs already implement many characteristics of Guided Pathways including stackable certificates, two-year plans, cohort models, and reliance on labor market and completion data. With support from counselors, the Business and Computer Science programs have created initial drafts of pathways for their certificate and degree programs. The College is in the process of planning the transition to placement by multiple measures, which will improve one of the key barriers our students face in pursuing their educational goals.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

  Implementing new and improved integrated planning practices will take time and require strong and open communication across the campus. College constituents will need to develop an understanding of the rationale for change and agree to follow new practices moving forward. In addition, workload, time, and competing priorities may be challenges to success if not adequately addressed.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

  As noted above, MPC is in the process of clarifying the systems and processes used to guide planning and resource allocation. At the time of this self assessment, these systems and processes are being prototyped. MPC has an opportunity to ensure strong alignment between college planning and the Guided Pathways framework by building Guided Pathways elements directly into processes as they are finalized.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	☑ College currently has not organized or is planning to organize cross- functional teams or share governance committees that will inform and guide the Guided Pathways effort.	☐ Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	☐ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	☐ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college- wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  MPC has begun to invite participation from across the College in initial conversations related to Guided Pathways. A group of 10 individuals from across Student Services and Academic Affairs attended the IEPI Guided Pathways workshop on October 23rd. Upon return, this group met with additional members of the campus to debrief and begin work on the self-assessment. After the debrief a sub-group was tasked with leading follow-up conversations in order to complete the self-assessment and share results with campus constituencies prior to submission to the Chancellor's Office. MPC has not yet determined leaders and/or leadership teams for the next phase.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  As mentioned in #3 above, MPC previously held two retreats ("From Recruitment to Completion" (R2C) September 2015/May 2016) to provide faculty, staff, and managers an opportunity to begin dialogue about pathways and student success. The College identified a cross-functional team to attend the IEPI workshop and has held meetings on campus to discuss the self-assessment. Information about the California Guided Pathways project and the self-assessment have been presented to key campus participatory governance groups. Counselors have begun meeting with a small number of academic programs to create initial drafts of program maps and pathways. MPC's Academic Senate President has shared Guided Pathways information and resources through written communication and the Senate has approved multiple Guided Pathways presentations for spring 2017 campus flex days.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  While information about Guided Pathways has been shared with campus participatory governance groups, the College has not yet established formal leadership teams or created a vision for what Guided Pathways will look like at MPC. Campus leaders have been engaged in a number of other critical priorities, including responding to accreditation recommendations.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

DESIGN (4-8)
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	☐ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	☑ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	☐ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	☐ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**

  MPC has established initial partnerships and pathways with K-12 districts and universities within the District. These pathways are in initial stages--some existing as pilots. MPC intends to both expand these existing pathways and develop new pathways from K-12 to college to career to help students achieve their goals.

- **Describe one or two accomplishments the college has achieved to date on this key element.**

  MPC has increased alignment with the CSU system through implementation of 21 Associate Degrees for Transfer (AD-T's) and multiple "2+2" degree pathways to neighboring CSU, Monterey Bay as well as a joint pilot program "Admission through Co-Enrollment (ACE)." In addition, MPC has established dual enrollment pathways with 4 of the 8 high schools in the District. MPC has articulation agreements with most high schools across the district in ten industry sectors. These efforts have facilitated ongoing relationships between high school and college faculty and programs, including participation with industry partners. MPC has many CTE programs with strong industry alignment, including Automctive Technology, Nursing, Medical Assisting, Emergency Medical, Police, Fire, and Early Childhood Education.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

  Coordinating with K-12 and university partners is challenging due to differences in schedules, curricula, systems, processes, rules, regulations, and expectations. English and Math assessment have been barriers to placement for students in high school and CSUMB pathways.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	☑ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	☐ Discussions are happening about ways to cluster programs of study into broad interest areas.	☐ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	☐ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  MPC has not established broad, overarching program strands/themes that could be used as the basis of meta-majors or interest areas. Some foundation/gateway courses are in place to provide instruction related to career and college success. Some career exploration assistance is available through the College's Career Transfer Resource Center (CTRC).

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  MPC offers courses (PERS 51 and PERS 71) that provide opportunities for career exploration. The College Career Transfer Resource Center provides workshops, resources, and one-on-one support related to major and career exploration. MPC's Cooperative Work Experience Education program provides opportunities for students to explore career environments through internships with local area employers.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  MPC has not yet begun to develop a campus-wide understanding of the needs, requirements, and vision for incorporating major and career exploration into existing structures and processes. MPC continues to be constrained by the lack of a modern Enterprise Resource Planning system as well as other related systems to use to gather, manage, and track data about student goals, progress, and success.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer- level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non- cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular innovations including creation of math pathways to align with students' field of study.	☐ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	☑ College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	☐ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	☐ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  MPC is beginning to explore new strategies to increase access and success in college and/or transfer- level math and English, including accelerated reading and writing curricula (currently a pilot project) and embedded instruction in Math and English as a Second Language. MPC is actively engaged in planning for the implementation of multiple measures for placement in Math and English courses.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  A number of programs have been exploring or piloting new strategies to support student success, including accelerated reading and writing, embedded instruction in Math and ENSL, discipline-specific Statistics courses for Social Sciences disciplines, focused informal tutoring for STEM classes, and a Math/Computer Science cohort with supplemental instruction. The College is currently in the process of evaluating options and developing a plan to implement multiple measures assessment for English and Math placement.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  MPC needs to engage in conversations to increase, improve, and reimagine student support services in order to scale beyond current capacity. MPC also must improve communication about the strategies being tried, so that efforts can be better integrated and groups in can learn from each others' efforts. Another challenge is that formal tutoring services are only available for English and Basic-skills Math.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).	☐ College is currently not providing or planning to provide clear program requirements for students.	☑ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	☐ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	☐ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**

  MPC has made improvements to scheduling practices that are designed to help students more efficiently and effectively progress through programs of study. Some programs (particularly CTE areas) have developed initial course sequences and draft road maps. The discussions have not incorporated cross-functional representation and the work is not yet regular or systematic.

- **Describe one or two accomplishments the college has achieved to date on this key element.**

  Some programs, including (but not limited to) Business, Computer Science, Hospitality, and Nursing have worked collaboratively with counseling faculty to clarify course sequences and pathways. The College has implemented a consistent block schedule to help ensure that courses are offered at times and in a manner that enables students to complete programs in a timely fashion. The Counseling Division develops major advising sheets to provide students with information about requirements for all certificates and degrees.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

  Clarifying program requirements and pathways will take considerable time and effort to accomplish. It will also require members of the campus community to let go of past practices and remain open to new and different information in order to inform the design and implementation. Some changes may require curriculum revisions, which may take additional time to proceed through the curriculum approval process. For many members of the campus community, workload, time, and competing priorities may be challenges to success if not adequately addressed.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

  In creating the pathways and revising course schedules, all types of students (full-time, part-time, evening, online, etc.) should be considered in order to make certain that course availability supports degree completion. MPC still needs to work on ensuring that its schedule of classes has adequate day, evening, weekend, and online options to support student completion of certificates and degrees.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	☐ College is currently not implementing or planning to implement proactive and integrated student supports.	☑ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.	☐ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	☐ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  MPC has begun conversations about improving academic and non-academic support. Academic Affairs and Student Services units on campus have increased collaboration and members frequently co-lead initiatives to increase support for student success. Some tools are in place to monitor student progress and success (i.e. Early Alert) but are not used consistently across all areas of campus.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  MPC has recently transitioned from a manual, paper-based Early Alert Program (EAP) to an online system for reporting the need for student assistance and follow-up.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  MPC's progress may be hindered by the lack of an integrated and modern Enterprise Resource Planning system, as well as related systems used to gather, manage, and track data about student goals, progress, and success. In addition, the College has not implemented a Degree Audit system and until recently, faculty have had access to very little data about current student academic goals, progress, or completion. Existing academic support is primarily focused on developmental/pre-collegiate Math and English courses and support is not consistently available at all levels of instruction or in all disciplines outside Math and English.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**
  MPC has begun to review and analyze data in the area of basic skills instruction as well as online student success and retention.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others	☑ College currently does not have or plan to build an integrated technology infrastructure.	☐ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	☐ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	☐ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  MPC currently has a very basic Early Alert Program (EAP) but has not implemented other systems for tracking student progress and success such as a Degree Audit Program. The College lacks several integrated/automated systems and does not currently have a plan in place to improve and/or replace systems.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  The College has some data available to share with current and potential students about labor market/job data for most program of study. MPC has begun to establish integrated tools to support the review of data for planning and decision making (e.g., Integrated Planning & Assessment, TracDat, PRIE Data Dashboards). The College is also in the process of implementing a waitlist, which will provide additional data related to student demand that can be used to inform course scheduling decisions.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  As mentioned previously, MPC's progress may be hindered by the lack of an integrated and modern Enterprise Resource Planning system, as well as related systems used to gather, manage, and track data about student goals, progress, and success. For many members of the campus community, workload, time, and competing priorities may be challenges to success if not adequately addressed. In addition, the College does not currently have funding to secure a new ERP and/or implement other integrated systems. MPC perceives its lack of integrated technology infrastructure as one of the biggest roadblocks to success in Guided Pathways implementation. The lack of integrated systems -- particularly an ERP and Degree Audit -- may prevent full implementation/student success. To date, funding and time have been barriers to acquiring and implementing these critical systems.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	☐ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	☑ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	☐ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer students to academic and non- academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student	☐ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college

			data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross- functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  Although MPC does provide professional development opportunities for faculty, staff, and administrators, the alignment between professional development and institutional goals/objectives is not always clear, intentional, and strategic. Assessments of learning outcomes and service area outcomes do not systematically drive decisions about the greatest areas of professional development need. Similarly, MPC is in the early stages of making analysis of student learning and achievement data part of campus-wide practice.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  Some professional development offerings have emerged from assessment of learning/service area outcomes. Likewise, some professional development areas link directly to college goals and objectives. This is becoming more frequent and systematic with Student Services work in Student Equity, 3SP, and BSI (this may be because there are specific funds available). MPC is building capacity for this element in other areas of the college. There have been professional development offerings focused on SLO assessment. Faculty and administrators have both attended external professional development (e.g., IEPI trainings, OEC trainings, etc.). The College has also begun to offer more workshops during campus FLEX days to share knowledge gained from external workshops. The College has also recently established a "college hour" that can be used for professional development throughout the semester, although this has not yet been fully implemented.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  Currently, the College does not have centralized leadership or planning for professional development. Current training and professional development opportunities are handled in a piecemeal fashion, rather than in a systematic or intentional manner. The College struggles to promote existing opportunities, and planning for workshops is often done last minute rather than with intentional

planning. Factors of time and workload make it difficult to prioritize space for professional development and/or for follow-up with the rest of the campus after external workshops. As a result, professional development is often limited to FLEX days at the beginning of each semester – which is not enough.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	☐ College is currently not aligning or planning to align learning outcomes.	☑ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	☐ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	☐ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  Student Learning Outcomes are in place for all college courses and are reviewed for alignment and improvement as part of the curriculum revision process. The Curriculum Advisory Committee has improved its processes for learning outcome review at the course and program level. Practices relating to the review outcomes for alignment, academic rigor, integrity, relevance, and currency are improving and gradually becoming more systematic. Program Learning Outcomes exist for all certificates and degrees. Improving program-level outcomes (and assessment) is a current area of focus for the Learning Assessment Committee (LAC). MPC has also identified Institutional Learning Outcomes (ILOs) as an area for improvement. Currently, MPC uses its GEOs as its ILOs, and the College is planning discussions about whether this is sufficient.

- **Describe one or two accomplishments the college has achieved to date on this key element.**
  The Learning Assessment Committee has developed guidelines, resources, and training to support improved assessment practices at the course and program level. The college has implemented TracDat in order to better document assessment work and help faculty visualize relationships between course and program-level outcomes. Discipline faculty have begun mapping course-level to program-level outcomes to ensure better alignment. CTE areas have made more progress related to this element. For CTE programs, MPC uses the annual statewide CTE Outcomes Survey (CTEOS) to assess the outcomes of students who have participated in CTE programs. The survey assesses student perspectives about value of education they received, whether they are employed in their field of study, and how their participation in CTE coursework affected their salary.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  MPC has a large number of courses (1156) and programs (142). In some disciplines, there may be multiple types of the same degree (e.g., AA and AA-T) which may or may not share learning outcomes. This makes program-level assessment challenging and time-consuming. Engaging part-time faculty in assessment work has been difficult, and remains an urgent need. Past practice has been more discipline and/or course focused, rather than degree/certificate focused. There is not always intentional alignment or systematic focus on student outcomes (including learning outcomes) at the program level (much more at the course or discipline level). As a result, MPC has not yet completed PLO assessments for the majority of degrees and certificates.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	☐ College is currently not assessing and documenting or planning to assess and document individual student's learning.	☑ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	☐ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	☐ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**

  MPC has made significant progress in course-level assessment and faculty use results of course-level assessment to guide improvement in instruction and to identify resources necessary to support student success. The College is in the process of developing new tools and processes/protocols to embed learning assessment/results of assessment in program planning and resource allocation. Information on the attainment of learning outcomes is not currently available to students.

- **Describe one or two accomplishments the college has achieved to date on this key element.**

  The College has established a Learning Assessment Committee to provide guidance in the area of outcomes assessment. The LAC developed cycles to guide regular and systematic assessment of learning outcomes at the course and program level as well as guidelines, resources, and training to support faculty completing assessments. The College has implemented the TracDat system for course and program-level learning outcome assessment. Learning outcome assessment results are used to make improvements in some courses, disciplines, and programs.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

  Attitudes towards learning outcome assessment often reflect a compliance mindset; the use of assessment results to form the basis of improvements is inconsistent (and sometimes perfunctory). A large number of class sessions are taught by adjunct instructors who do not participate in learning outcomes assessment as much as their full-time counterparts. MPC received an accreditation recommendation regarding the need to increase faculty participation in learning assessment.

  Past practice has been more discipline-focused, rather than degree/certificate-focused. As a result, there is not a systematic focus on student outcomes (including learning outcomes) at the program level (much more at the course or discipline level). MPC has not yet completed PLO assessments for the majority of degrees and certificates.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

  Significant attention to program review really only happens every 6 years. Units do not always provide information/updates/reflect on annual basis for sustained/intentional planning. MPC is in the process of changing this now. Implementation of TracDat; linking program review to outcomes assessment in TracDat.

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	☐ College is currently not offering or planning to offer applied learning opportunities.	☑ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	☐ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	☐ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please respond to the following items (500 word maximum per item)

- **Please briefly explain why you selected this rating.**
  MPC has multiple opportunities for applied learning in various programs around campus -- however the opportunities are not typically coordinated across programs. The Cooperative Work Experience Education program (COOP) is currently the only applied/contextualized learning program that spans multiple disciplines.

- **Describe one or two accomplishments the college has achieved to date on this key element.**

Discipline-specific applied learning opportunities exist within many programs, including:

- **NURS:** The MPC Maurine Church Coburn School of Nursing requires students to complete 96 hours of "preceptorship" with a registered nurse in a one-to-one setting before the end of the program.
- **DNTL:** Students in MPC's Dental program complete a clinical experience course consisting of 240 hours of "externship" in a local dental office
- **MEDA:** After completing program requirements, students in MPC's Medical Assisting progam complete a 160 hour externship in local area medical clinics
- **FPTC:** Fire Academy students participate in 24 hour training days and other experiences that simulate the daily routine of firefighters.
- **AUTO:** Professional skill development and practice are designed into multiple courses in the Automotive program to help students develop professional work habits and real work experience in functioning, thriving, multi-shop, auto repair businesses.
- **ECED:** Early Childhood Education students complete required hours in the ECED Lab School and field experience to gain hands-on experience providing care and education for young children.
- **THEA/MUSI/DANC/ARTS:** Most courses in the Theatre, Music, Dance, and Art programs involve applied work experience These MPC programs involve performing experience and/or artistic showcases for students.
- **ARTG:** Graphic Arts students construct a portfolio based on their aptitudes, areas of interest, and market requirements/expectations.

- **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  Developing industry relationships; strong advisory boards; and internship, externship, job shadowing, and service learning opportunities requires a significant investment of time. For many members of the campus community, workload, time, and competing priorities may be challenges to success if not adequately addressed. MPC's Cooperative Work Experience Education (COOP) program provides a structured curriculum for work experience across multiple disciplines, but is under-underutilized in most campus programs.

- **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

ADDITIONAL QUESTIONS (500 word maximum per item)

- **Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?**

  - ☐ Pre-Adoption
  - ☑ Early Adoption
  - ☐ Scaling in Progress
  - ☐ Full Scale

- **Please briefly explain why you selected this rating:**
  Early Adoption - A small number of MPC's programs have already engaged in dialogue about pathways and program mapping. Initial conversations have expanded to include discipline faculty, counselors, classified support staff, and administrators. The College has not yet established a campus-wide understanding of the needs, requirements, and vision for implementing Guided Pathways. Program faculty regularly engage in conversations about student success through activities such as Program Reflections and course-level outcomes assessment, and program-level outcome assessment is scaling up. However, inquiry and dialogue about student success have not been in the context of Guided Pathways.

- **What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:**
  MPC recognizes that Guided Pathways will require rethinking – and perhaps restructuring – operations within both Academic Affairs and Student Services in order to guide students along their pathways and improve student outcomes. These conversations must be student-focused and informed by "brutal facts." MPC can benefit from support in the following areas:

  - **Facilitation/Dialogue:** The College needs to engage in conversations (including potentially difficult conversations) in order to increase, improve, and reimagine student support services in order to scale beyond current capacity. It may be be beneficial to have an outside facilitator help guide cross-functional inquiry related to Guided Pathways. An outside facilitator may help MPC faculty, staff, and administrators challenge assumptions without blame; seek out and analyze data for patterns to guide efforts; and allow participants to share ideas, questions, and concerns in non-hierarchical roles.

  - **Models/Examples:** MPC would benefit from models or examples of how to encourage and create cross-functional teams or working groups that includes student participation. The College would also benefit from models or examples (or perhaps even structured facilitation) related to identifying and acknowledging challenges related to student success and analyzing and interpreting data on student success.

  - **Technology Resources:** MPC is constrained by the lack of an integrated and modern Enterprise Resource Planning system as well as related systems to use to gather, manage, and track data about student goals, progress, and success. The College perceives our lack of integrated technology infrastructure as one of MPC's biggest roadblocks to success in Guided Pathways implementation. The lack of integrated systems -- particularly ERP and Degree Audit -- may prevent full implementation/student success.

- **Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.**

- **Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?**

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. M

Human Resources
College Area

Proposal:

That the Governing Board approves the Tentative Agreement (TA) between The Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 (the Parties) dated November 13, 2017 for a successor agreement for the period July 1, 2017 through June 30, 2020.

Background:

The Parties have negotiated in good faith using Interest Based Bargaining and completed their negotiations for a successor agreement. A tentative agreement between the Parties was signed on November 13, 2017 and was ratified by the membership on December 14, 2017. The results of the ratification vote were (insert #) in favor and (Insert #) opposed.

The new terms of the MPCEA CBA are set forth in the attachments of the TA and illustrate changes to the following articles:

- Article IV – Pay and Allowances
- Article V – Reclassification (including Reclassification Questionnaire & Appendix F)
- Article VI – Professional and Staff Development
- Article VII – Health and Welfare Benefits (including Appendix B)
- Article XII – Evaluation (including Evaluation Form)
- Article XVI – Layoff and Reemployment
- Article XXIII – Duration

Budgetary Implications:

The cost associated with the Professional Development and Education Incentive Program is included in the 2017-2018 budget and is estimated at $40,000 for unrestricted general funds.

☒   **RESOLUTION: BE IT RESOLVED** that the Governing Board approves the Tentative Agreement between The Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 dated November 13, 2017 for a successor agreement for the period July 1, 2017 through June 30, 2020.
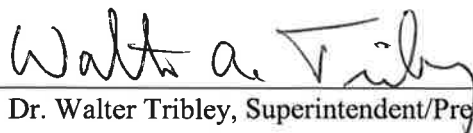
Recommended By:_____
Laurence E. Walker, Interim Vice President of Student Services

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

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

Tentative Agreement
By and Between Monterey Peninsula Community College District
And Monterey Peninsula College Employees Association, Chapter #245

November 13, 2017

The Monterey Peninsula Community College District ("District") and Monterey Peninsula College Employees Association ("MPCEA"), Chapter #245 hereby agree to this Tentative Agreement ("T.A.") with respect to the MPCEA collective bargaining agreement ("CBA"), to establish a three-year contract for the period from July 1, 2017 to June 30, 2020.

The new terms of the MPCEA CBA are set forth in the attachments hereto, addressing the following articles:

1. Article IV – Pay and Allowances

2. Article V – Reclassification (including Reclassification Questionnaire & Appendix F)

3. Article VI – Professional and Staff Development

4. Article VII – Health and Welfare Benefits (including Appendix B)

5. Article XII – Evaluation (including Evaluation Form)

6. Article XVI – Layoff and Reemployment

7. Article XXIII - Duration

Any other term of the CBA that is not amended or deleted by the attached terms is retained and renewed in the MPCEA CBA for the duration of the contract period set forth herein.
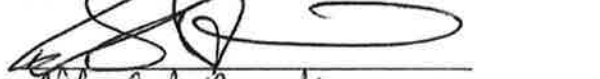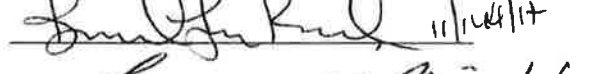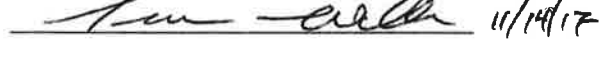
This T.A. is made and entered into this 13th day of November 2017 between MPCEA and the District. The representatives and signatories listed below hereby affirm and represent that they have authority to bind their principals to the terms of this T.A., and both bargaining teams and their individual members agree to support the ratification and approval of this MOU by their principals and constituents. This T.A. is subject to ratification by MPCEA membership and approval by the Governing Board.

Signed by:

MONTEREY PENINSULA COMMUNITY
COLLEGE DISTRICT

MONTEREY PENINSULA COLLEGE
EMPLOYEES ASSOCIATION

4.1 **Salary Schedule**

All employees shall be classified and designated a salary service category and step. Employees will earn lateral salary step advancement by a satisfactory completion of a required period of service, which shall not exceed one calendar year from initial date of employment, the date of last salary step advancement, or, in the case of change in classification, the date of such change as described in Section 4.1.1 of this Article. The salary schedule will include six (6) lateral steps with a five (5) percent increase between steps. It shall also include longevity steps as detailed in Appendix A. Salary schedules will be increased annually by the same percentage received by the full-time faculty, effective on the date established by the Board of Trustees. An off-schedule payment of the percentage granted will be paid to classified employees employed on the date of implementation or retired under CalPERS or CalSTRS between July 1 of that fiscal year and the date of implementation, based on gross salary paid from July 1 of that year to the effective date of the increase or retirement.

4.1.1 **Step Advancement**

New employees hired by the District during the period from July 1 through March 31 shall receive an advancement to Step B on the following July 1. New employees hired during the period from April 1 to June 30 shall receive an advancement to Step B on the second succeeding July 1. Step advancement shall occur on July 1 following the first step advancement.

4.1.2 Current employees hired into new classifications shall receive their next step advancement according to Section 4.1.1.

4.7 **Lost or Destroyed Checks**

4.7.1 A replacement request for a Any paycheck that is lost or destroyed after receipt by the employee shall be submitted to the Monterey County Office of Education within two (2) business days replaced within five (5) working days after the filing of an affidavit by the employee that he/she had received a paycheck which was subsequently lost or destroyed.

4.7.2 Any paycheck not received by the employee shall not be considered to be lost or destroyed until seven (7) calendar days after the date of mailing to the employee or two (2) workdays after date of delivery to the payroll department of the Fiscal Services Office.

4.7.3   After the seven (7) calendar of two (2) workday waiting period, the employee, upon the filing of an affidavit, shall have his/her paycheck ~~replaced within five (5) working days.~~ as referenced in 4.7.1.

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ARTICLE V

RECLASSIFICATION

</div>

The District and MPCEA believe it is important to maintain a fair and equitable classification system. Decisions about classification shall be made based on the level of duties and responsibilities assigned to the position by the District. ~~In determining appropriate placements, decisions will be based on analyses of both comparable wages for comparable employment in external agencies and internal relationships among classes of employment within the District.~~

Because duties and responsibilities may change over time, the parties agree to a regular system to recognize and update job descriptions and classifications, as well as a mechanism to request a review.

~~A review may result in no change in classification. If there is a change in classification, salary level may be higher, lower, or remain the same.~~

~~5.1 Current Classification Process~~

~~A wall to wall classification study is currently underway. This provision sunsets when that process is ratified.~~

~~5.1.1 All job descriptions will be reviewed for accuracy as soon as reasonably possible. That process will include, but is not limited to, input previously received from bargaining unit members via the job description update process, an additional review by bargaining unit members, input from the bargaining unit members' supervisors and CSEA. The District and CSEA agree to negotiate any changes.~~

~~5.1.2 The District and CSEA agree that a mutually agreed upon outside consultant will be hired at district expense to conduct an external market analysis and to review, evaluate and make recommendations on appropriate service category placements. The District and CSEA agree that the scope and implementation of the study will be negotiated. This provision sunsets at midnight the day the reclassification process is ratified.~~

5.12 ~~On-Going~~ Reclassification Process

Reclassification is a recognition that a position has evolved through a gradual change in duties, responsibilities, and/or job requirements. It is caused by the change in the nature of the employee's job due to modification of ~~permanent~~ assignment of duties, responsibilities and/or job requirements over the course of time, to such an extent that the job description no longer ~~position more~~ accurately ~~falls under a different classification.~~ reflects current duties and responsibilities. Reclassifications must be consistent with college goals and objectives.

~~5.2.1 Vocabulary of terms in reference to Reclassification is defined as outlined in Appendix F.~~

~~5.2.2 It is the intent of this process to review each job description every eight (8) years, while recognizing that factors may occasionally prevent this from occurring. To reach this goal, each year ten (10) job descriptions shall be reviewed as follows:~~

~~A minimum of (5) job descriptions will be systematically reviewed~~

~~A maximum of (5) job descriptions will be reviewed by request~~

~~5.2.3 Results of the reclassification review are not subject to the grievance process.~~

5.2.4 Initiating the Reclassification Process

5.2.4.1 Evaluation~~:~~

During the annual evaluation process, ~~each employee's duties and responsibilities will be compared to the classification description. The comparison will be done by~~ the employee and his/her supervisor shall review the job description to determine if it accurately reflects the employee's assignment and responsibilities. The employee and supervisor will indicate on the evaluation form if the assignment and classification should be reviewed. If so, a request for reclassification should be submitted.

5.2.4.2 ~~Order of~~ Reclassification Review~~:~~

Requests for reclassification may be initiated by the employee and/or supervisor. The Reclassification Committee~~Ten~~ shall review ~~(10)~~ requests ~~positions shall be reviewed~~ each year. ~~These ten will be a combination of those scheduled for systematic review (a minimum of five per year) and those who have requested a review (a maximum of five per year).~~

If the~~re are more than 10 requests submitted,~~ ~~number of requested reviews exceeds five in any year,~~ the ~~reclassification~~ committee shall determine which ~~positions~~ requests shall ~~be~~ to reviewed based on the merit of the request and the degree of significant change in the job duties and responsibilities. The Committee may unanimously agree to review more than 10 requests in per year. Any requests not reviewed in the year submitted, shall have priority to be reviwed the following year. Positions shall not be reviewed for reclassification more frequently than every two years, except in extraordinary circumstances or reorganization. New classifications may be reviewed following a year after its establishment. ~~Requests from employees subject to systematic review in the next period may be deferred to the next cycle. Employees may resubmit requests not selected for review in subsequent years. If the number of requested reviews is less than five, the number of systematic reviews will be increased so the total reviewed equals ten.~~

~~Positions reviewed by request will not be systematically reviewed until the next eight year cycle.~~

~~5.2.4.3 Regular Systematic Review~~

~~Annually, a minimum of five (5) positions will be reviewed. The initial order of systematic review will be randomly determined. The committee may adjust the order if necessary due to extenuating circumstances, such as to maintain the required number reviewed per year or to adjust because a position was reviewed by request.~~

~~5.2.4.4 Requested Review~~

~~Requests for reclassification may be initiated by the employee or supervisor.~~

~~5.2.4.5 Initial Implementation Schedule~~

~~The first cycle of this process will begin after the ratification of the wall-to-wall job description update project currently underway. In the first eight-year cycle following that ratification, the following shall apply:~~

~~Years Review~~

~~1-2 By request only~~

~~3-6 Systematic and by request~~

5.2.3~~5~~ Reclassification Application:~~Review Procedures~~

~~5.2.5.1 For classification review,~~ ~~A~~a completed application shall be submitted to Human

Resources. The application shall include:

1. A copy of the current job description with changes, ~~additions and~~ by striking out deletions, and highlighting and underlining additions.

~~noted.~~

2. A completed copy of the Reclassification Questionnaire.

3. Any additional supporting documentation.

~~5.2.5.2 Positions shall not be reviewed for reclassification more frequently than every~~

~~two years, except in extraordinary circumstances or reorganization~~

5.~~3~~2.6 Timeline

~~Deadline Activity~~

~~November 1 Evaluations completed~~

August 30~~November 15~~ Reclassification requests due to~~in~~ Human Resouces

September 1 – September 15~~December 10~~ Reclassification Committee determines ~~decision of which~~ requests ~~will~~ to be reviewed. Human Resources notifies employee and sends documents to Supervisor.~~considered, including systematic~~

September 16 – September 30 Review of reclassification requests by Supervisor

October 1 – October 15 Review of reclassification requests by 1st level Administrator (Dean or V.P. level)

October 16 – October 31 Review of reclassification requests by 2nd level Administrator (if applicable, V.P. level)

~~January 10 Questionnaires on systematic reviews due in HR~~

November 1~~January 25~~ Completed~~Supervisors review~~ requests due-to~~in~~ Human Resources

November – April 15 Review of reclassification request by Committee

April 16~~March 1~~ Committee completes review and recommendations disseminated~~finalized; results released~~ to employees and supervisors

April 30~~March 15~~ Appeals by employee due to~~in~~ Human Resources

May 15~~March 30~~ Appeals and comments by s~~S~~upervisors ~~review of appeals~~ due to~~in~~ Human Resources

June 10~~April 30~~ Final decision by the District

~~June 10 Implementation negotiations finalized~~

June 30 Board Aapproval

July 1 Implementation

Due to extenuating circumstances, this timeline may be modified by mutual consent between the MPCEA Executive Board and the District. Reclassifications resulting in changes in compensation shall be effective July 1.

5.42.7 Criteria for basis of reclassification

Recommendations Decisions regarding reclassification shall be based on substantial and permanent changes in the level of job duties that affect the degree of the following factors: and responsibilities of the position assigned by the District. The following guidelines shall apply:

1. Required skills, knowledge and abilities
2. Required education and experience
3. Required licenses and certificates
4. Duties and responsibilities
5. Accountability
6. Complexity
7. Supervision given or received
8. Scope and effect
1.9. Impact of Decisions

1.An increase in the volume of work shall not be the basis for a reclassification.

2.Normal increases in skills, experience and proficiency in the position are addressed

by step increases.

3.Temporary assignments are not eligible for reclassification, but may be eligible for out

of class pay in accordance with Article 4.11 if requirements are met.

4.Reclassification should not be viewed as a reward for superior service.

5.42.7.1 Consideration for reclassification may include:

1. a.A significant change in duties, responsibilities and/or requirements.

2. b.Dutiesy and assignments are not part of current job description.

3. c.Dutiesy and assignments are part of a different existing job description.

4. d.Additional minimum knowledge, skills and/or abilities are needed due to changes in duties responsibilities, and/or requirements.

5. e.The changes in duties, responsibilities and/or requirements altering the nature and scope of the position.

6.f.The change in duties has been performed for a significant time period and are expected to continue.

7.g.The change in duties and responsibilities are regularly and routinely performed and constitute a significant part of the position.

8. ~~h.~~Additional years of experience ~~via incremental college level work and/or years of experience~~ required due to changes in duties and/or responsibilities.

5.42 Reasons not considered for reclassification:

1. An increase in the volume of work shall not be the basis for a reclassification.

2. Normal increases in skills, experience and proficiency in the position are addressed

by step increases.

3. Temporary assignments are not eligible for reclassification, but may be eligible for out

of class pay in accordance with Article 4.11 if requirements are met.

4. Reclassification should not be viewed as a reward for superior service.

5. Changes in duties and assignment are not consistent with college goals and objectives.

5.5~~2.9~~ Composition of Committee

5.5.1 The reclassification committee shall be comprised of two MPCEA members appointed by MPCEA; two District members appointed by the Superintendent/President or designee; one MPCEA member jointly approved by MPCEA and the District. All MPCEA members must be from different classifications and efforts shall be made to not appoint more than one member from a department. ~~These i~~Individuals will serve staggered three~~two~~ year terms. They may be reappointed by their respective organizations for subsequent terms. Two ~~All members of the~~ committee members from each MPCEA and the District must be present in order to meet and take action. The District shall grant release time to MPCEA members for serving on this Committee. If a committee member has a conflict of interest, a substitute committee member may be assigned to the committee for only the review pertaining to the conflict.~~submits a Reclassification Request, he/she shall be disqualified from participating in discussions and decisions regarding his/her request.~~

5.5.2 Conflict of Interest

Any member with a direct conflict shall be excused from the committee. Conflicts include:

1. Any committee member occupying the same classification as one being reviewed.
2. Any committee member who has the responsibility of immediate supervisor of an employee scheduled to be reviewed.
3. Any committee member who is related to an employee scheduled to be reviewed.
4. Any committee member who is scheduled to be reviewed by the committee.

5.6~~2.8~~ Committee Review

5.6~~2.8~~.1 The committee shall meet according to the timeline to determine which positions shall

be reviewed in the current cycle. ~~Affected employees shall be notified the status of~~

~~applications (accepted for review/not accepted for review/systematically selected).~~

5.6.2 Employees shall be notified of the status of applications by the Office of Human Rsources and if the request will be reviewed.

5.~~6~~2.8.~~3~~2 The committee shall review each accepted application. If Committee members required additional information for clarification, the Office of Human Resources shall be responsible for communication to ~~may~~

~~consult with~~ the employee and/or supervisor ~~for clarification and assistance~~.

5.6.4 Employees and their supervisors and/or next level administrator may be invited to attend meetings to present and clarify information.

5.~~6.5~~2.8.3 The committee review will include a comparison of specific duties, responsibilities, and salary range with related internal classifications. The committee will also consider the relationship of internal classifications from other colleges.~~conduct a compensation survey of each position (if possible) to determine market wages. This survey will be based on total compensation, including wages and all employer paid benefits and fringes. Districts/employers to be studied will be jointly agreed upon. Once the list has been established it will remain the same throughout the eight year cycle.~~

5.~~6.6~~2.8.4 The committee will make ~~form its~~ recommendations based on the criteria listed in Section 5.4.~~above, as well as internal equity and prevailing market wages. The recommendation may include a change in classification either up or down or changes to the job description with no change in classification. If the recommendation contains an increase in salary, the recommendation will be sent through the negotiations process to determine implementation only.~~

5.6.7 The committee shall make recommendations by majority vote.

5.6.8 The recommendation may include a change in classification, resulting in an increase or decrease of range on the salary schedule. ~~either up or down or c~~Changes to the job description may occur with no change in classification or range.

5.6.9 If a recommendation results in a decrease of range on the salary schedule, the incumbent shall be "Y-rated" at his/her current salary until such time the new salary exceeds the incumbent's salary.

5.6.10~~2.8.5~~ The recommendations of the committee, including any revised job descriptions, shall be sent to the employee and supervisor for review.

5.6.11 Results of the reclassification review are not subject to the grievance process.

~~**5.2.0 Composition of Committee**~~

~~The reclassification committee shall be comprised of two MPCEA members appointed by MPCEA; two District members appointed by the Superintendent/President; one MPCEA member jointly approved by MPCEA and the District. All MPCEA members must be from different classifications. These individuals will serve staggered two year terms. They may be reappointed by their respective organizations for subsequent terms. All members of the committee must be present to meet and take action. If a committee member submits a Reclassification Request, he/she shall be disqualified from participating in discussions and decisions regarding his/her request.~~

5.7 Third Party Review

The MPCEA Executive Board and the district may mutually agree to hire a third party consultant to perform the review and analysis of the reclassification requests and provide information to the Committee. Factors to consider may include availability of funding, identification of an appropriate consultant and number of reclassification requests submitted.

5.82.10 Appeals

If the employee and/or supervisor disagree with the committee's recommendation, an appeal may be filed with the Office of Human Resources according to the timeline by March 15 to the Superintendent/President or designee. The appeal must be based on new or clarifying information and presented on the appropriate form. Appeals shall be forwarded toThe decision of the Superintendent/President or designee. The decision of the President/Superintendent shall be final and is not subject to the grievance process. If a recommendation is not appealed, it shall be final.

5.9 Implementation

If the recommendation contains a change in salary, the recommendation will be sent through the negotiations process to determine implementation only. Final recommendations shall be approved by the Board of Trustees. Reclassification recommendations affecting a change to the placement on the Classified Salary Schedule shall be implemented according to Sections 4.8 and 4.9 of this agreement.

RECLASSIFICATION VOCABULARY

Definitions

Reclassification: Placement of a position in a different class specification as a gradual accretion of duties.

Classification Change: Placement of a position in a different class specification as a result of a reorganization.

Reorganization: A planned change in departmental structure, as recommended through administrative levels that affects the duties of one or more positions.

"Y" rate: When an employee is assigned to a different classification at a lower salary grade and retains his/her current salary until the salary schedule increases to include the incumbent's salary.

Class: A group of positions which are so significantly similar in duties and responsibilities that each person in the group requires the same or equivalent qualifications. Examples of classes include Division Office Manager, Custodian and Instructional Technology Technician.

Class Series: A group of classes (two or more) similar in duties and related in job content, but different in level. Examples of class series include Administrative Assistant I, II, III, and IV; and Custodian and Lead Custodian.

Job evaluation: The process by which a position is assigned to a class.

Position: The specific assignment/work location within a classification.

Family: A group of jobs having the same nature of work but requiring different levels of skill, effort, responsibility or working conditions (see also class series.)

◉MPC | MONTEREY PENINSULA
COLLEGE

RECLASSIFICATION QUESTIONAIRE

Name _____ **Department**_____

Current Position/Classification _____

Current Range on Classified Salary Schedule _____

Immediate Supervisor _____

INSTRUCTIONS: Review Article 5 Reclassification of the MPCEA/MPC Collective Bargaining Agreement. To request a reclassification, complete and submit the following document to the Office of Human Resources by **August 1st.**
- □ Reclassification Questionnaire
- □ Modified job description. Add new duties indicating with underline or highlight. Delete duties no longer performed, indicating with a strikeout.
- □ Any supplemental documents

REASON FOR RECLASSIFICATION: Briefly describe the reason(s) you are requesting a reclassification review.

REPRESENTATIVE DUTIES: List the major and new duties that make up your regular activities in descending order of importance. Indicate the percentage of time spent performing the duties, the frequency, and if the duties are new to your assignment.

% of Time New Duty	Description of Job Duties	Frequency
1.□ Less than 10% □ 10% to 25% □ 25% to 50% □ 50% and more □ New Duty		□ Daily □ Weekly □ Monthly □ Other
2.□ Less than 10% □ 10% to 25% □ 25% to 50% □ 50% and more □ New Duty		□ Daily □ Weekly □ Monthly □ Other

% of Time New Duty	Description of Job Duties	Frequency
3.☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
4.☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
5. ☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
6. ☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
7. ☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
8. ☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
9. ☐ Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
10.☐Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
11.☐Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more ☐ New Duty		☐ Daily ☐ Weekly ☐ Monthly ☐ Other
12.☐Less than 10% ☐ 10% to 25% ☐ 25% to 50% ☐ 50% and more		☐ Daily ☐ Weekly ☐ Monthly ☐ Other

% of Time New Duty	Description of Job Duties	Frequency
□ New Duty		
13.□Less than 10% □ 10% to 25% □ 25% to 50% □ 50% and more □ New Duty		□ Daily □ Weekly □ Monthly □ Other
14.□Less than 10% □ 10% to 25% □ 25% to 50% □ 50% and more □ New Duty		□ Daily □ Weekly □ Monthly □ Other
15.□Less than 10% □ 10% to 25% □ 25% to 50% □ 50% and more □ New Duty		□ Daily □ Weekly □ Monthly □ Other

KNOWLEDGE, SKILLS AND ABILITITES:

1. Describe the combination of Education, Experience and Training required to perform this job.

2. Describe the most important laws, regulations, policies, procedures, guidelines, etc, required to perform this job.

3. Describe any license, registration, certificate, or professional affiliation required to perform this job.

PHYSICAL AND ENVIORNMENTAL FACTORS:

4. List the equipment and software that is required to perform this job.

5. Describe the work environment, physical requirements and any hazards encountered when performing this job.

RESPONSIBILTIY AND DECISION MAKING:

6. Describe the types of decisions you make without the approval of your supervisor.

7. Describe the types of decisions you refer to others and/or your supervisor.

8. Describe the way in which your work is assigned and reviewed, and the frequency and type of guidance provided by others and/or your supervisor.

ADDITIONAL COMMENTS: Provide any additional information you believe will be helpful in understanding your job and how it functions within the college.

Employee Signature _____ **Date**_____

Employees are encouraged to discuss reclassification requests with their immediate supervisors. Submit your completed documents to the Office of Human Resources by August 30th to be considered. The Office of Human Resources will forward the documents to your supervisor for comments.

SUPERVISOR'S COMMENTS

Instruction: Please review the reclassification questionnaire and revised job description. Complete this section and forward to the next level administrator for review after completing.

1. What do you consider **the most important duties** of this job?

2. What do you consider **the most important qualifications** of any employee in this job?

3. Does the questionnaire accurately describe the job at its fully competent and effective levels?
   □ **Yes**
   □ **No** *If the answer is no, describe how you would modify the information provided.*

4. Does the revised job description accurately reflect current job duties and any changes?
   □ **Yes**
   □ **No** *If the answer is no, describe how you would modify the information provided.*

5. In reviewing **Section 5.4 Criteria for basis of reclassification** of MPCEA/MPC Collective Bargaining Agreement, have the job duties substantially and permanently changed to warrant a reclassification affecting the range on the classified salary schedule? Please explain your response.
   □ **Yes**
   □ **No**

6. Provide any comments or information that will be helpful in reviewing this request.

I have read the proposed job description and understand that the incumbent is requesting a review of their current position because they believe that the work has significantly changed and warrants a review. The functions as stated in the revised job description, along with any comments indicated above, clearly define the work being performed, are appropriate to the level of service the department will provide, and support college goals and objectives.

Supervisor's Signature _____ Date _____

1st Level Administrator Review
1. I have reviewed the updated job description and concur with the changes as indicated by the employee. 　　　□ Yes 　　　□ No   **If no, attach a statement with your signature to this form.**
2. I have reviewed the updated job description and concur with the supervisor's comments. 　　　□ Yes 　　　□ No   **If no, attach a statement with your signature to this form.**
3. I have read the proposed job description and concur that the work as described is appropriate to the level of service that will be provided and supports college goals and objectives. 　　　□ Yes 　　　□ No   **If no, attach a statement with your signature to this form.**
 Dean/Vice President Signature _____ **Date** _____ **Forward to Vice President if Dean is 1st level Administrator for review**

1ˢᵗ Level Administrator Review

1. I have reviewed the updated job description and concur with the changes as indicated by the employee.
   - □ Yes
   - □ No   **If no, attach a statement with your signature to this form.**

2. I have reviewed the updated job description and concur with the supervisor's comments.
   - □ Yes
   - □ No   **If no, attach a statement with your signature to this form.**

3. I have read the proposed job description and concur that the work as described is appropriate to the level of service that will be provided and supports college goals and objectives.
   - □ Yes
   - □ No   **If no, attach a statement with your signature to this form.**

Dean/Vice President Signature _____ **Date** _____

Forward to the Office of Human Resources

ARTICLE VI

PROFESSIONAL ~~GROWTH~~ AND STAFF DEVELOPMENT

6.1   Philosophy Statement

There shall be a Professional Development program in place for all classified employees. Professional Development is an organized activity designed to improve performance of employees in the classified service and to provide training for employees to gain new skills and abilities, to broaden their opportunity for promotion, to engage in study and related activities designed to retain and extend the high standards of the classified employees.

6.~~1~~6.2   Eligibility

All permanent/probationary employees may participate in the Professional ~~Growth~~ Development and Educational Incentive programs. Probationary employees must satisfactorily complete the probationary period in order to receive the ~~professional growth increment.~~ benefits in this article.

6.3 Available Funds and Benefits

6.3.1 The annual funds for the fiscal year shall be evenly budgeted between both fall and spring semesters for the combined Professional Development and the Educational Incentive programs. Any funds remaining from the fall semester shall be added to the amount to be disbursed in the spring semester.

6.3.1.1 Annual budget for the 2017-2018 fiscal year for the two programs shall be $40,000. On an annual basis, the parties agree to review the terms and the fund budget pursuant to this article.

6.3.1.2 In the event that the amount of reimbursements for these programs is greater than the semester's budgeted funds, disbursements shall be paid in full for the Educational Incentive program ($100 per unit) first. Employees applying for reimbursement for Professional Development shall receive a percentage amount proportionate to the remaining funds in the budget. Example: If the remaining funds available for the semester equal 80% of the total amount of reimbursements submitted by employees for the Professional Development program, employees shall receive only 80% of the amount for which they qualify. In no event shall an employee receive over the $1800 cap per fiscal year for both programs.

6.3.2 The benefit per employee shall be capped at $1,800 per fiscal year. Employees are eligible to receive benefits from both the Educational Incentive and the Professional Development programs within the $1,800 cap. The cap shall be pro-rated for part-time employees based on the percentage of hours worked per week. Example: an employee who works 19.5 hours per week is eligible for .49 X $1,800.00 = $882.00.

6.4 Timeline for Application and Reimbursement

6.4.1 Employees must submit a common application for the Professional Development and Educational Incentive programs. Applications must be completed and received by the Office of Human Resources by the first day of fall and spring semesters as designated by the college calendar for Monterey Peninsula College. Applications for Professional Development must include a copy of an educational plan that has been reviewed and approved by a professional counselor and/or advisor from the accredited post-secondary institution. It is the responsibility of the employee to ensure the application has been submitted by the deadline date.

6.4.2 Employees must submit the completed reimbursement form with all necessary documentation including official transcripts and receipts to the Office of Human Resources. Reimbursement forms must be submitted within sixty (60) calendar days of the last day of fall and spring semesters as designated by the college calendar for Monterey Peninsula College. Employees shall receive reimbursements in the following 30-60 days after the deadline for submission. Transcripts for eligible courses taken at Monterey Peninsula College may be unofficial, but must be embossed with the Registrar's seal.

6.4.3 For terms, such as quarters and summer that are not aligned with the college calendar, employees shall submit completed applications prior to the beginning of the term for which they are registered. Reimbursement forms must be submitted within sixty (60) calendar days after the last day of the term. Employees shall receive reimbursements according to the two disbursement periods described above.

6.4.4 The application and reimbursement forms may be accessed online at the Human Resources website.

6.5 Educational Incentive Program

After ratification of this agreement, ~~e~~Classified employees will be paid a one-time stipend of $100 per semester unit (or $67 per quarter unit) for any course completed with a grade of "C" or better or credit (CR) at an accredited post-secondary institution. ~~to a maximum of eighteen (18) semester units or equivalent per fiscal year for full-time employees. This maximum is pro-rated for part-time employees to the nearest half unit (for example, an employee with a .49 FTE assignment would be eligible for a maximum of 9 units [.49 x 18 =9]).~~

~~Official transcripts of eligible courses and a completed reimbursement form must be submitted for payment to Human Resources no later than ninety (90)~~ forty-five (45) days ~~following course completion.~~

6.6 Professional Growth Program

The~~is~~ professional growth program has been ~~is~~ eliminated. ~~for employees hired after the ratification of this agreement.~~ ~~Unit members employed prior to ratification of this agreement who are taking courses under this article shall have until~~ who received this benefit prior to June 30, 2005 ~~to complete any coursework, and shall submit verification no later than August 30, 2005 to receive credit.~~ have been grandfathered and shall continue to receive the benefit for the remainder of their employment.

~~Courses taken for professional growth are not eligible for educational incentive payments. Professional growth increments previously granted are grandfathered.~~

~~An~~ Under this grandfathered program, employees ~~shall be~~ were granted a salary increment of approximately five (5) percent pursuant to the salary schedule. ~~upon successfully completing the equivalent of twelve (12) undergraduate semester units or nine (9) graduate semester units of course work approved by the Human Resources Office in accordance with this Article. Effective January 2000, professional growth increments for all employees shall not exceed three (3). Employees currently holding a third professional growth increment may be eligible for a 4th and/or 5th professional growth increment in accordance with Section 6.8 (Waiting Period Before Next Increment) provided they complete all of the course work, as defined in Section 6.3 & 6.4, on or before June 30, 2003 and submit verification no later than August 30, 2003.~~

~~6.2 Courses in Areas Suitable for the Professional Growth Award~~

~~6.2.1 "Job-related courses" – courses related to a job-related degree or to the technical or specialized aspects of the employee's position.~~

~~6.2.2 Workshops, institutes and/or courses must meet the criteria listed in 6.4.1 above and shall be awarded at a ratio of 16 classroom hours for each 1 unit of equivalent credit.~~

~~6.3 Course Work Eligibility~~

~~6.3.1 Courses, workshops, or institutes taken prior to employment are not eligible for the program.~~

~~6.3.2 Courses, workshops, or institutes paid for by the District or taken during paid time are not eligible for the program. Courses in co-operative education or work experience may not be completed during regular working hours or anytime the employee is being paid by the District.~~

~~6.3.3 Units obtained which exceed the number required for a professional growth increment may be applied towards the next succeeding increments, if the requesting employee is eligible for future increments.~~

~~6.3.4 Courses, workshops, or institutes taken prior to the ratification of this agreement (June 18, 1997), which did not receive prior approval, will not be applied toward an increment.~~

6.7 Professional Development Program

6.7.1 To be eligible for the Professional Development Program, employees must submit educational plans which have been reviewed and approved by a counselor and/or advisor outlining coursework leading to a degree or certificate from an accredited post-secondary

institution.

Each term, employees shall complete the Application for Professional Development and Educational Incentive Programs.

6.7.2 Employees may be released up to three (3) hours per week from their regular work schedules. Employees requesting release time must do so at least 30 calendar days in advance of the application deadline date, indicating the hours and days of release time on the application.

6.7.2.1 The request for release time must be submitted for review and recommendation by the immediate supervisor. The supervisor shall approve or deny the request for release time within ten (10) business days. Supervisors may consider operational needs of the department in reviewing requests for release time and may suggest alternate schedules. All requests for release time, whether approved or denied, shall be reviewed by the appropriate Vice President

Method

At the completion of the course work or activity, the employee will submit a request for professional growth increment to the Human Resources Office for review and approval. The employee may obtain prior approval for course work or activity prior to the beginning of the course work or activity from the Human Resources Office. The Human Resources Office will respond to the employee's request for prior approval within ten (10) working days after receipt.

6.7   Degree Incentive

When the next professional growth increment would result in an employee receiving an associate, bachelor's or master's degree, an employee may apply immediately for the professional growth increment rather than waiting for the four (4) year period. The degree must be from an accredited institution and recognized by Monterey Peninsula College as granting transferable units. The employee must provide or obtain an official transcript from the degree-granting institution verifying that the employee has earned the degree. Upon receipt of the transcript, the District will award the increment retroactive to the first day of the month following the date of completion.

6.8   Transcripts/Verification

It is the employee's responsibility to have an official transcript sent to the Human Resources Office upon completion of the required units. For workshops, institutes and other course work, employees must obtain official verification, listing the number of instructional hours. A professional growth increment cannot be granted until transcripts have been received to verify completion of required units. The District will award the increment retroactive to the first day of the month following the date of completion as long as the required four (4) years have elapsed.

6.9   Waiting Period Before Next Increment

After the award of the first increment, there must be a two (2) year waiting period between the awards of each additional increment. The waiting period applies only to awards, not to completion of course work. Coursework may be a continuous process.

6.8 Grievance

Claims of violation, misapplication, or misinterpretation of the provisions of this Article are subject to the grievance procedure. ~~The Human Resources Office will determine the applicability of courses, workshops, or institutes, as specified in 6.4 above. The College President or designee after meeting with the MPCEA/CSEA President or designee will resolve any employee's disagreement with the applicability of a course, workshop, or institute specified in 6.4 above. This~~ The decision to approve or deny release time shall not be subject to the grievance procedure.

~~6.10~~6.8   6.9 Staff Development

~~6.10.1~~6.8.1   6.9.1 Eligibility

MPCEA members shall be granted a minimum of eight (8) hours annual release time for professional development activities.

~~6.10.2~~6.8.2   6.9.2 Program

The District, in consultation with the MPCEA, shall coordinate an annual Staff Development Program that offers a variety of training activities that meet the needs of the employees and the District. The training could include such areas as:

a. Emergency Response Training

b. Computer Application Training

c. Conflict Resolution Training

d. Customer Service Training

e. District Policies and Procedures Training

f. First Aid / CPR Training

g. Shared governance training

h. Unlawful Discrimination and Title IX Training

~~g.~~i.   Mandated Child Abuse Reporting

~~h.~~j.   Other training appropriate to maintaining and updating profession skills

~~6.10.3~~6.8.3   6.9.3 Participation

~~Employees shall submit a request to participate in one or more of the training activities offered through the Staff Development Program.~~ Upon approval, the supervisor shall grant release time from regular duties for unit members to participate in training activities. The District and CSEA will each ~~jointly establish~~ identify two representatives to serve on a task force to collaborate and plan a staff development ~~day~~ activities ~~during the month of May to provide training~~ for the year.

6.10.4 Limitations

~~Employees, while in paid status, participating in the Staff Development Program, will not be allowed to apply those training hours toward Professional Growth.~~

6.~~10.56~~.8.4 _____ 6.9.4 Funding Access

Classified employees are eligible and may apply for district staff development funding to attend workshops, conferences and seminars authorized by supervisor.

7.1   General

All insurance programs are subject to carrier requirements for eligibility enrollment and processing of claims. It is agreed that any insurance coverage provided pursuant to this Agreement is subject to the following:

7.1.1   Fringe Benefits

The District agrees to pay the increased cost of existing benefit plans as expressed by the dollar amounts in 7.4. However, any increase in cost over the expressed dollar amount shall not be passed on to the employee without prior negotiations with the Association.

7.2   Fringe Benefits Cost Reduction Committee

CSEA and the District agree to form a committee for the purpose of exploring methods of reducing costs of fringe benefits. The committee shall include in its deliberation changes in the fringe benefit structure, alternative plans, alternative carriers, etc.

The Committee shall be comprised of three (3) CSEA representatives and three (3) District representatives. Representatives from CTA may also be added to the committee so long as CSEA maintains proportionate representation and voting.

7.2.1   Any proposed change of plan administrator, types and levels of benefits shall be negotiated.

7.3   Eligibility

Employees who work thirty (30) or more hours per workweek shall be considered to be eligible to receive the benefits defined in 7.4 of this article. Continued eligibility is dependent upon continued employment at thirty (30) or more hours per workweek in the regular assignment. Temporary assignments are not counted towards eligibility.

Benefit coverage shall terminate on the last day of the third month following the reduction in hours to an assignment of fewer than thirty (30) hours per week of an employee who has served six (6) months with the District. For probationary employees coverage shall terminate on the last day of the month following the reduction in hours below thirty (30) hours per workweek.

Termination of employment due to layoff or resignation for any reason shall terminate fringe benefits on the last day of the month of the employees' severance from the District.

7.4   Insurance

The District shall pay, for the 2017-2018 year ~~duration of this contract~~, unless otherwise negotiated, the following, comparable, or superior programs of insurance as stated in Articles 7.4.1 and 7.4.2 for all eligible employees and their eligible dependents (pursuant to current eligibility requirements) and those programs of insurance stated in Articles 7.4.3 through 7.4.5 for all eligible employees (pursuant to current eligibility requirements):

7.4.1 $~~1213.83 per month~~21,1024 annually for medical coverage

7.4.2 $ ~~89.29 per month~~1,382 annually for dental coverage

7.4.3 $ ~~10.92 per month~~124 annually for vision care

7.4.4 $ ~~7.32 per month~~120 annually for life insurance and accidental death and dismemberment insurance

7.4.5 $ ~~7.38 per month~~88 annually for long term disability coverage.

7.5 Benefits Continuation

7.5.1 Leaves

Employees on paid leave are considered to be continuous employees on paid leave. Employees on an approved unpaid leave extending beyond thirty (30) days shall have their fringe benefits terminated for the remaining duration of the leave unless the District agrees to continue such benefits at the time the leave is approved. An employee may continue fringe benefit coverage while on an unpaid leave by paying the full premium coverage including the District's contribution for the duration of the leave.

7.5.2 COBRA

Effective January 1, 1987, in compliance with the Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) the District will offer the opportunity to continue group health coverage for thirty-six (36) months to employees' dependents who would lose health coverage because of a divorce, legal separation, or death of the employee. The District shall also offer coverage to dependent children of employees after the child reaches the maximum age for coverage. In addition, the District will offer continuation coverage for eighteen (18) months to employees who are terminated (except if terminated for gross misconduct), voluntarily quit, or have their hours reduced.

The continuation coverage terminates on the earliest of the following dates: when the employer ceases to provide any group health plan to any employee; when the qualified beneficiary fails to make timely payments of the required premium; when the qualified beneficiary becomes covered under another plan or becomes entitled to Medicare benefits. The District will offer this coverage at a charge to the insured of one hundred two (102) percent of the cost of the premium.

7.5.3 Retirement

The level of medical benefits for retirees is the same as that provided to active employees and is subject to change based on negotiations with MPCEA.

7.5.3.1 Notification Requirements

Employees requesting retirement benefits under this section shall notify the Associate Dean of Human Resources thirty (30) days in advance of the date requested for retirement.

7.5.3.2 Subsequent Employment

A unit member who retires under this provision and who subsequently obtains employment outside of the District with an employer that provides health insurance shall be required to terminate health coverage provided by the District. If the retiree ends such other employment within five (5) years, District health insurance coverage shall be reinstated upon the request of the retiree. The retiree shall be required to undergo a physical examination at his/her cost, by a District appointed physician to determine pre-existing conditions prior to reinstatement of health insurance coverage. Any pre-existing conditions shall be subject to plan limitations.   The District may

require periodic certification from the retiree that alternative health coverage has not been provided by another employer.

7.5.3.3   Potential Renegotiation

Unit members retiring under the provisions stated herein shall be considered continuing employees for the sole and limited purpose of the benefits cited herein.

7.5.3.4   Employees Hired Before January 1, 2000

An employee who retires under the age of sixty-five (65) with at least ten (10) years of classified service with the District and who retires under a public financed retirement system will be covered by the District's medical insurance policy as described below. For purposes of this section, the age of the employee means the fiscal year in which the birthday occurs.

7.5.3.4.1   Medical Benefits Prior to Age 65

Retirees will be covered by the District's medical insurance policy at District expense until the retiree reaches the age of sixty-five (65) or until death, whichever is earlier. Eligible dependents of such retiree shall also be covered with the medical insurance until the retired employee reaches age sixty-five (65) or until the retiree's death, whichever is earlier.

7.5.3.4.2   Medical Benefits After Age 65

Coverage shall be provided for retiree and spouse as follows:

7.5.3.4.2.1   For each year prior to age sixty-five (65) that an employee retires, health insurance shall be provided by the District for an additional five (5) years beyond age sixty-five (65).

7.5.3.4.2.2   Such insurance shall not extend beyond the life of the employee.

7.5.3.4.2.3   Such insurance shall be coordinated with Medicare.

7.5.3.4.2.4   The district shall pay a maximum of $125.55 per month for such coverage, but the employee may pay any additional amount that is required to continue such coverage.

7.5.3.5   Employees Hired January 1, 2000 through December 31, 2003

An employee who retires under the age of sixty-five (65) with at least ten (10) years of classified service with the District and who retires under a public financed retirement system will be covered by the District's medical insurance policy as described below. For purposes of this section, the age of the employee means the fiscal year in which the birthday occurs.

7.5.3.5.1   Medical Benefits Prior to Age 65

Retirees will be covered by the District's medical insurance policy at District expense until the retiree reaches the age of sixty-five (65) or until death, whichever is earlier. Eligible dependents of such retiree shall also be covered with the medical insurance until the retired employee reaches age sixty-five (65) or until the retiree's death, whichever is earlier.

7.5.3.5.2   Medical Benefits After Age 65

Coverage shall be provided for retiree and spouse as follows.

7.5.3.5.2.1   Coverage shall terminate at retiree's age of seventy-two (72).

7.5.3.5.2.2   Such insurance shall not extend beyond the life of the employee.

7.5.3.5.2.3   Such insurance shall be coordinated with Medicare.

7.5.3.5.2.4   The District shall pay a maximum of $125.55 per month for such coverage, but the retiree may pay any additional amount that is required to continue such coverage.

7.5.3.6   Employees Hired After December 31, 2003

An employee who retires under the age of sixty-five (65) with at least fifteen (15) years of classified service with the District and who retires under a public financed retirement system will be covered by the District's medical insurance policy as described below. For purposes of this section, the age of the employee means the fiscal year in which the birthday occurs.

7.5.3.6.1   Medical Benefits Prior to Age 65

Retirees will be covered by the District's medical insurance policy at District expense for ten (10) years, or until the employee reaches the age of sixty-five (65) or until death, whichever is earlier. Eligible dependents of such retiree shall also be covered with the medical insurance for ten (10) years or until the retired employee reaches age sixty-five (65) or until the employee's death, whichever is earlier.

7.5.3.6.2   Medical Benefits After Age 65

No retiree benefits are available beyond age sixty-five (65).

7.5.3.7   Disability Retirement

An employee with at least five (5) years service in the District, when retired for medical disability, shall be covered by the District's medical insurance policy until the employee reaches the age of sixty-five (65), or to the date of his or her death, whichever is earlier. The employee's eligible dependents will be

covered by the medical insurance policy until the employee reaches age sixty- five (65), or to the date or his or her death, whichever is earlier.

Coverage under this section requires that the retiree and/or dependent(s) enroll in Medicare Part "A", when first eligible through Social Security. Additionally, it is required that all retirees and/or dependent(s) enroll in Medicare part "B" upon becoming eligible.

If the employee is rehabilitated and subsequently obtains employment outside of the District with an employer that provides health insurance, the employee shall be required to terminate health insurance coverage provided by the District.

The District may require periodic certification from the employee that alternative health insurance coverage has not been provided by another employer.

7.5.3.8   Re-employment at MPC

Personnel who are credentialed and competent to serve on the academic staff may be employed to age sixty-five (65) so long as the District has need for their services and determines that they are competent to serve on the academic staff. Personnel may also be employed during an emergency to prevent stoppage of public business or because the retired employee has skills needed in performing specialized work of limited duration. The retired person's rate of pay shall be at the appropriate hourly rate with the number of working days not to exceed ninety (90) days. The total amount paid shall not exceed the maximum amount allowed by provisions of OASDHI. The rate of pay for such employment shall be not less than the minimum, nor exceed that paid by the District to other employees performing comparable duties.

MEDICAL PLAN CHANGES

Effective January 1, ~~2015~~ 2017

1. Prescriptions:
   - 30 day supply
   - $5.00 co-payment for generic
   - $20.00 co-payment for brand prescriptions on the formulary
   - $35.00 co-payment for brand prescriptions not on the formulary

2. Mail-order (90 day supply)
   - $10.00 co-payment for generic
   - $40.00 co-payment for brand prescriptions on the formulary
   - $70.00 co-payment for brand prescriptions not on the formulary
   - Rx Out-of Pocket Maximum $4,100 (individual) $8,200 (family)

Effective ~~July 1, 2015~~ January 1, 2017

Deductible	$250.00/Individual In-Network $500/Individual Out – of- Network
Co-Insurance	5% In-Network (individual) 30% Out of Network (individual)
Out of Pocket Maximum	$2,500 In-Network $3,500 Out-of-Network
Office Visit Co-Pay	$25.00
3 Tier Hospital	100% In-Network, Tier 1 90%, In-Network, Tier 2 80% In-Network, Tier 3 80% Out-of Network
ER Co-Pay	~~$100 the 5%~~ $100 copay/visit then plan pays 95% (copay waived if admitted)
Physical Exams	100%

ARTICLE XII

EVALUATION PROCEDURE

12.1 Frequency

12.1.1 Each probationary employee shall be evaluated at least once prior to the end of the employee's first five (5) months of employment. The probationary period is a period during which the District shall evaluate the employee's potential for permanency. Accordingly, the District will notify probationary employees with performance deficiencies of their need to improve during the probationary period.

12.1.2 Each permanent employee shall be evaluated ~~at least~~ annually during the month of ~~October~~ April.

12.1.3 Any employee (permanent or probationary) may request a formal evaluation and corrective assistance, if necessary, at any time, and a supervisor may conduct a formal evaluation of an employee at any time.

12.2 Nature of Evaluation

12.2.1 Formal evaluation shall be written, and the employee shall have a conference with the supervisor to discuss the evaluation The employee shall sign the form indicating that the employee has seen the evaluation and has had an opportunity to discuss it. However, signing the evaluation in no way indicates agreement. Whenever possible, job performance shall be discussed with the employee at the time the issue is pertinent rather than waiting until the time of the required written evaluation.

12.2.2 Employees shall be provided a copy of all written evaluation material that directly affects an evaluation prior to its being placed in the District personnel file. The employee shall be entitled to respond to the material within ten (10) working days of its receipt and have such response attached to the material placed in the file.

12.3 Unsatisfactory Evaluation

12.3.1 When an overall evaluation indicates that performance or conduct is unsatisfactory, the employee shall be reevaluated in 30-90 days ~~have a reasonable period of time, where appropriate, as determined by the immediate manager,~~ to correct the unsatisfactory performance or conduct. ~~Where appropriate, s~~Specific recommendations for improvement and provisions for assisting the employee in meeting these recommendations shall be given to the employee. ~~A subsequent re-evaluation shall be given at the end of the reasonable period of time.~~

~~12.3.2 An unsatisfactory evaluation shall make an employee ineligible for continued lateral movement, longevity, or professional growth increments on the salary schedule until there is a~~

satisfactory evaluation. This element of the evaluation process shall be subject to the grievance process.

12.3.3̲2̲ Employees shall be provided a copy of all written evaluation material that directly affects an evaluation prior to its being placed in the District personnel file. The employee shall be entitled to respond to the material within ten (10) working days of its receipt and have such response attached to the material placed in the file.

12.4 Personnel Files

12.4.1 The official personnel file of each employee will be maintained in the Office of Human Resources.

12.4.2 Each employee shall have the right to inspect his/her personnel file upon request.

12.4.3 A copy of any material of a derogatory nature prepared by the College shall be signed, dated, and given to the employee. Such material shall not be placed in the official personnel file for at least ten (10) working days after the employee is given a copy. The employee shall have the right to review and attach his/her own written comments to any such derogatory statement or material. Such review shall take place during normal business hours, and the employee shall be released from duty for this purpose without loss of pay.

12.4.4 Access by College employees to personnel files shall be on a job-related "College need" basis. Normally, this shall be determined by the Associate Dean of Human Resources or the Administrator responsible for Human Resources. The employee may, in writing, authorize others to have access to his/her personnel file. The College shall maintain within each personnel file a log of personnel, outside of the Office of Human Resources, who have reviewed the file.

12.4.5 Personnel files shall not be removed from the Office of Human Resources, except for College use, when authorized by the Associate Dean of Human Resources, or Administrator responsible for Human Resources.

12.4.6 As requested by parties other than the employee, copies shall be made only under the supervision as authorized by of the Associate Dean of Human Resources.

12.4.7 Unusual or voluminous requests for copies shall be at the expense of the employee, pursuant to Board policy, and shall be provided by the Office of Human Resources within ten (10) working days from the date of request.

12.5 Limit on Grievance

The procedures described in this article are subject to the grievance procedure included in this Agreement, but other elements of evaluation are not subject to that grievance procedure.

Monterey Peninsula Community College District
Classified Employee Performance Evaluation

Employee:_____   Classification:_____

Department/Division:_____   Evaluation period from _____ to _____

Rater/Supervisor:_____   ☐ Annual Evaluation ☐ Probation   ☐ Other

1 Performance unsatisfactory; deficient and requires immediate improvement	2 Improvement needed for performance to meet expected standards	3 Performance meets expected standards	Performance Factor	Comments
			Quality of Work: The work is accurate, organized, neat and thorough.	
			Quantity of Work: Regularly produces volume of work. Meets deadlines, job requirements and guidelines. Uses time effectively.	
			Knowledge of Job: Understands all aspects of work, possesses and maintains skills relevant to the department and district, is well informed and educated in performing to the level expected for the job.	
			Working Relationships/Attitude: Acts in a manner that reflects courtesy, civility, and appreciation of all diverse backgrounds. Establish and maintain effective work relationships.	
			Communications: Communicates knowledge clearly, accurately and thoroughly; presents ideas clearly and concisely, either orally or in writing.	
			Initiative: Sees when something needs to be done and does it; offers suggestions to improve work process and the environment; demonstrates commitment to self-improvement.	
			Work Habits: Observes District's rules and regulations; complies with District's safety policies and practices. Operates equipment and/or vehicles in a safe manner.	
			Attendance and Punctuality: Adheres to work days and hours; demonstrates promptness and is regularly present. Provides adequate notification of leave.	

Noteworthy Accomplishments:

Performance Goals & Plans

Performance goals and plans should be based on discussion of evaluation between employee and supervisor.
This section may be used for Short/Long Term Goals.

Goals - Goals for personal and professional development.	Plans - Methods by which the employee can work towards accomplishing goals.
Short Term	
Long Term	

Overall Performance Evaluation:	1 Performance unsatisfactory-deficient and requires immediate improvement 2 Improvement needed for performance to meet expected standards 3 Performance meets expected standards

Permanent Employee Evaluation:

If the overall evaluation has a rating of 1 or 2, the employee will be reevaluated in 30—90 days.

According to section 5.2.4.1 of the contract, it is the responsibility of the employee and supervisor to compare his/her job description with the duties during the evaluation process.

	Supervisor		**Employee**	
I have reviewed the job description and duties.	Yes		Yes	
Duties are not accurate, I will be submitting a request for reclassification, Pursuant to Article 5 of the contract.	Yes	No	Yes	No

	Supervisor		**Employee**	
Employee and Supervisor had a meaningful conversation about how the employee impacts Student Learning and Service Area Outcomes. *This discussion may include:* *Mission Statement, Accreditation Standards, Program Reflections, etc.*	Yes	No *This is a Non-Rated Section*	Yes	No

This evaluation represents my best judgment of this employee's performance.

Rater/Supervisor:_____ Date:_____ If attachments, check here.

This report has been discussed with me. Signing this form does not necessarily mean that I agree with all the ratings. I understand that I have the right to submit a response within 10 working days. This response will be attached to my evaluation and placed in my personnel file.

Employee:_____ Date:_____ If attachments, check here

I agree with this evaluation.   I do not agree with this evaluation.

+--+
| **ARTICLE XVI** |
| |
| **LAYOFF AND RE-EMPLOYMENT** |
+--+

16.1   Reason for Layoff

The procedures covered by this article are intended to implement layoff <u>due to lack of work or lack of funds</u> and re-employment as covered in Education Code Sections 88014, 88017, 88117, and 88127. If a conflict arises between the language herein and the Education Code, the Education Code shall prevail.

16.2   Notice of Layoff

The District shall notify either the MPCEA President, or other officer in his/her absence, and the affected employee(s), in writing, no later than sixty (60) days (Education Code 88017) prior to the proposed effective date of the layoff. The District and MPCEA representatives shall meet at the request of MPCEA following receipt of the notice to review the order of layoff and other rights expressed in the Agreement. The District shall base its actions on the provisions of the Education Code and of this Agreement. The notice of layoff shall specify the reason for the layoff and identify the employee(s) by name and classification title.

16.3   Determination of Seniority

16.3.1 <u>Seniority is determined by original hire date in a classification. If more than one employee shares the same hire date in the same classification, seniority shall be determined by the original date of hire in a permanent classified position in the District. If there is still a tie, seniority will be determined by drawing lots. The affected employees, and a minimum of one representative from MPCEA and Human Resources shall be present for the drawing of lots.</u>

16.3.2 <u>In the event of a reclassification, all employees reclassified to a classification on the same date shall be ranked in order of original hire date at the District. This applies to all reclassifications, whether they occurred prior to or subsequent to July 1, 2016.</u>

16.4~~3~~   Order of Layoff

Any layoff shall be effected within a classification. Classification, as used in this article, shall mean positions with the same designated title. The order of layoff shall be based on seniority, <u>as defined in Section 16.3,</u> within that classification and higher classifications throughout the District. <u>The</u> ~~An~~ employee with <u>the</u> least seniority within the classification plus higher classifications shall be laid off first. ~~Seniority is determined based on appointment date in each classification served. The time shall be counted from the appointment date to the classification, based on appointment date only, and time in higher classifications~~

(including out-of-class assignments) based on the appointment date. A higher classification is a classification to which a higher pay service category applies.

16.54   Bumping Rights

To avoid layoff, an employee may bump into another position in the same classification occupied by the least senior employee, if available. Should no such position be available, the least senior person will be allowed to bump into equal or lower classifications previously held if he/she has greater seniority than the least senior employee in the equal or lower classification. Equal or lower classifications are those with a pay service category that is equal or lower than the classification subject to layoff.

16.4.1   The classification previously held still exists, the person may bump the least senior employee in that classification.

16.4.2   If the classification previously held no longer exists, and was at a higher pay service category than the existing lower classification, then the laid off employee may bump according to the seniority list.

16.65   Layoff in Lieu of Bumping

An employee who accepts a layoff in lieu of bumping rights maintains his/her re-employment rights in accordance with the California Education Code 88014.

16.6   Equal Seniority

If two (2) or more employees subject to layoff have equal classification seniority, the determination as to who shall be laid off will be made by the administration's evaluation using the last two employee performance evaluations.

16.7   Re-employment Rights

Laid off persons Employees who are subject to layoff are entitled to re-employment in the classification from which they have been laid off for a thirty-nine (39) month period and shall be re-employed at the option of the employee in the reverse order of seniority.

Their re-employment shall take precedence over any other type of employment, defined or undefined in the Agreement.

In addition, they Laid off employees shall have the right to apply for any other positions within this agreement and use their bargaining unit seniority therein for a period of thirty-nine (39) months following layoff. An laid off employee who accepts a lower position or fewer hours than that assigned held prior to layoff shall remain eligible for advancement to their former status as in 16.8. Pursuant to Education Code section 88117, they shall have preference over new applications and persons in substitute pools, provided the laid off

persons applied and meets the education, experience, knowledge and abilities requirements as stated in the job description.

Laid off employees who are rehired, regardless of classification, within 39 months shall have all contractual rights and benefits reinstated as of the date of the rehire as though the employee had never been laid off. Benefits will not accrue during the layoff period. Contractual rights include, but are not limited to vacation accrual rate, longevity and step placement. Laid off employees do not advance steps on the salary schedule while laid off.

If the person is reemployed in a new position classification and fails to complete the probationary period in the new position classification, he or she shall be returned to the reemployment list for the remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment.

For pay and allowance rates on re-employment, see Section 4.17.

16.8   Voluntary Demotion or Voluntary Reduction in Assigned Time

An eEmployee who takes a voluntary demotions or a voluntary reductions in assigned time in lieu of layoff shall be, at the option of the employee, returned to a position in their former classification or to positions with increased assigned time as vacancies become available, and without limitation of time, but if there is a valid re-employment list they shall be ranked on that list in accordance with their proper seniority. or to remain in his or her present position rather than be reclassified or reassigned, shall be granted the same rights as persons laid off and shall retain eligibility to be considered for reemployment for an additional period of up to 24 months, provided that the same tests of fitness under which the employee qualified for appointment to the class still apply.

16.9   Retirement in Lieu of Layoff

16.9.1   Any eligible employee in the bargaining unit may elect to accept a service retirement in accordance with the rules of the California Public Employees Retirement System or State Teachers Retirement System in lieu of layoff, voluntary demotion, or voluntary reduction in assigned time. Such employee(s) shall within ten (10) workdays prior to the effective date of the proposed layoff complete and notify the District in writing of intent to retire in lieu of layoff submit a form provided by the District for this purpose.

16.9.2   The employee shall then be placed on a thirty-nine (39) month re-employment list as in Section 16.7 of this article. While on a re-employment list, the employee is not eligible for employment in the classified service as may be offered to permanently retired employees in accordance with the provisions of Article 5 (commencing with Section 21150) of Chapter 8 of Part 3 of Division 5 of Title 2 of the Government Code .

16.9.3 The District agrees that when an offer of re-employment is made to an eligible person retired under this Article, and the District receives within ten (10) working days a written acceptance of a job offer, the District shall maintain the vacancy until the Board of Administration of the Public Employee's Retirement System has properly processed the request for reinstatement from retirement.

16.9.4 An employee subject to this section who retires and is eligible for re-employment and who declines an offer of re-employment equal to that from which he/she was laid off shall be deemed to be permanently retired.

16.9.5 Any election to retire after being placed on a re-employment list shall be retirement in lieu of layoff within the meaning of this section.

16.10 Seniority Roster

The District is required to maintain a complete and accurate seniority roster that is available to all bargaining unit members annually. The seniority list will be updated annually no later than January 31st.

16.11 Notification of Re-employment Opening

The District shall notify each laid off bargaining unit member on the 39 month rehire list of any available positions during the duration of his/her eligibility for rehire. The laid off bargaining unit member shall ensure the district has updated contact information.

Any employee who is laid off and placed on the 39 month re-employment list and is offered a re- employment opportunity shall be notified in writing by the District of each opening in the classification from which the employee was laid off. Such notice shall be sent via email unless otherwise requested by the employee by certified mail to the last known address given the District by the employee, and the District will copy the CSEA Chapter President. a copy shall be sent to CSEA by the District which will acquit the District of its notification responsibility.

16.12 Employee Notification to District

An employee shall notify the District of his or her intent to accept or refuse re-employment within six (6) working days following attempted delivery of the re-employment notice to of the employee's last known email or address. If the employee accepts re-employment, he or she must report to work within ten (10) working days following issuance of the acceptance notice. An employee given notice of re- employment need not accept the re-employment to maintain the employee's eligibility on a re- employment list; however, if the re-employment offer equaled or exceeded the employee's former status, the District will be relieved of any further obligation to provide re-employment notices to the employee.

16.13 Re-employment to Former Classifications

Employees on the reemployment list shall be eligible for re-employment in any job classification in which service was rendered in accordance with classification seniority.

16.14   **Improper Layoff**

An employee who is improperly laid off shall be re-employed when it is determined that the layoff was improper. Such employee shall be eligible for reimbursement of real loss of salary and benefits. In no case shall this clause be applicable after three years from the date of the layoff in accordance with legal statutes of limitations.

16.15   **Retention of Benefits**

Any employee who voluntarily accepts demotion or reduction in time assignment shall continue to receive the same health and welfare benefits as provided in Article VII of this Agreement which they received prior to accepting the reduction, unless the reduction is less than twenty (20) hours per week. In that event, the District will pay benefits for such employee on a prorated basis at the same ratio that his/her regularly scheduled hours bears to forty (40) hours per week. The employee will be responsible for the remainder of the cost of the premium. This obligation of the District will be limited to six (6) months after the time of voluntary demotion/reduction.

16.16   **Reduction in Hours**

    16.16.1   The District may reduce the hours or term of employment of a position without negotiations subject to the following stipulations:

        16.16.1.1   Reduction will occur only in a vacant position.

        16.16.1.2   Reduction will not deprive new employee filling the position of fringe benefits.

        16.16.1.3   Reduction will not result in transfer of some of the duties originally performed by the position to other positions in the unit.

        16.16.1.4   Volunteers will not be used to assume any of the duties or functions of the position.

        16.16.1.5   Duties or functions (all or in part) will not be transferred to personnel of any other bargaining unit, or to administrative, confidential, or supervisory personnel.

        16.16.1.6   The District shall not at any time, "contract out" for services that had been performed by the reduced position, or any other position within the classification affected. "Contract out" shall mean engaging for compensation of any sort, the services of an individual, group of individuals, or company by whatever title or configuration.

16.16.2   If the District cannot comply with all or any part of the stipulations listed above, it agrees to negotiate whether or not the reduction will occur and, if it does, its effects.

16.16.3   Any proposed reduction of hours or term of employment of a position occupied by a unit member shall be negotiated before the reduction may occur. Should the Association agree to the reduction, the effects shall be negotiated,

16.16.4   Negotiations concerning the effects of layoff are a separate subject and shall not be affected by this agreement.

ARTICLE XXIII
DURATION

23.1   Term of Agreement

This Agreement shall be in full force and effect from July 1, 2017 through June 30, 2020.
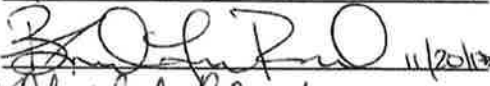
23.2   Re-openers

For 2017-2018, the parties shall have the right to re-open the contract on Article IV Pay and Allowances and Article VII Health and Welfare Benefits and each party may open two additional articles. Additional articles may be opened in any fiscal year with the mutual agreement by all parties.
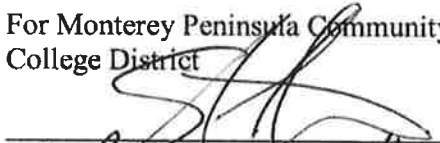
On or before March 15, 2019, CSEA shall present its proposal to the District for a successor Agreement pursuant to the EERA. The District shall present its proposal on or before March 31, 2019. The parties shall commence negotiations as soon as possible after the Board has sunshined the initial proposals.

Agreed And Accepted on this 17th day of November 2017.

For CSEA Chapter #245

For Monterey Peninsula Community College District

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. N

Proposal:

That the Governing Board approves the Tentative Agreement (TA) between the Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 (the Parties) dated December 4, 2017 increasing the Classified Salary Schedule by 1% effective January 1, 2018 and further approves the revised Classified Salary Schedule effective January 1, 2018.

Background:

The Parties negotiated and agreed to increase the Classified Salary Schedule by 1% effective January 1, 2018. The TA was ratified by the members of MPCEA on (insert date) with a vote of (insert #) in favor and (insert #) opposed.

Budgetary Implications:

The costs are included in the 2017-2018 budget and are estimated at $34,961 for unrestricted general funds and $7,394 for restricted funds.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approves the Tentative Agreement (TA) between the Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 dated December 4, 2017 increasing the Classified Salary Schedule by 1% effective January 1, 2018.

BE IT FURTHER RESOLVED, that the Governing Board approves the Classified Salary Schedule effective January 1, 2018.

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

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

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

TENTATIVE AGREEMENT
By Monterey Peninsula Community College District
And Monterey Peninsula College Employees Association

December 4, 2017

The Monterey Peninsula Community College District ("District") and Monterey Peninsula College Employees Association ("MPCEA") hereby agree to Tentative Agreement ("T.A."), effective upon full execution by authorized representatives of both parties, ratification by MPCEA membership, and approval by the District's Board of Trustees, with respect to Article IV – Pay and Allowances ("Article IV") and Appendix A of the MPCEA collective bargaining agreement ("CBA").

1. Effective January 1, 2018, the District's 2017-18 Classified Salary Schedule ("Classified Salary Schedule"), attached to the MPCEA CBA as Appendix A, shall be increased by 1%. A copy of the current Classified Salary Schedule is attached to this T.A. and incorporated herein.

2. The parties acknowledge and agree that this 1% increase is reflective of the 1% on-schedule full-time faculty member increase proposed by the District to the Monterey Peninsula College Teachers Association ("MPCTA") on October 11, 2017.

3. If the District agrees to apply a percentage increase to the 2017-18 full-time faculty salary schedule (Schedule A of the MPCTA collective bargaining agreement) by a percentage greater than 1% (called an "overage"), the parties agree that the overage percentage shall also be applied to Appendix A of the MPCEA CBA.

4. The parties agree that this T.A. carries out the intent of Article IV of the MPCEA CBA (including Article 4.1).

This T.A. is made and entered into this 4th day of December 2017 between MPCEA and the District. The representatives and signatories listed below hereby affirm and represent that they have authority to bind their principals to the terms of this T.A., and both bargaining teams and their individual members agree to support the ratification and approval of this T.A. by their principals and constituents.

Signed by:

MONTEREY PENINSULA COMMUNITY
COLLEGE DISTRICT

MONTEREY PENINSULA COLLEGE
EMPLOYEES ASSOCIATION

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	Step A	Step B	Step C	Step D	Step E	Step F
1	$2,171	$2,281	$2,396	$2,516	$2,644	$2,778
	$12.53	$13.16	$13.82	$14.54	$15.26	$16.03
2	$2,226	$2,337	$2,454	$2,580	$2,709	$2,848
	$12.84	$13.49	$14.17	$14.89	$15.64	$16.42
3	$2,281	$2,396	$2,516	$2,644	$2,778	$2,917
	$13.16	$13.82	$14.54	$15.26	$16.03	$16.84
4	$2,337	$2,454	$2,580	$2,709	$2,848	$2,992
	$13.49	$14.17	$14.89	$15.64	$16.42	$17.27
5	$2,396	$2,516	$2,644	$2,778	$2,917	$3,067
	$13.82	$14.54	$15.26	$16.03	$16.84	$17.70
6	$2,454	$2,580	$2,709	$2,848	$2,992	$3,144
	$14.17	$14.89	$15.64	$16.42	$17.27	$18.15
7	$2,516	$2,644	$2,778	$2,917	$3,067	$3,221
	$14.54	$15.26	$16.03	$16.84	$17.70	$18.59
8	$2,580	$2,709	$2,848	$2,992	$3,144	$3,302
	$14.89	$15.64	$16.42	$17.27	$18.15	$19.06
9	$2,644	$2,778	$2,917	$3,067	$3,221	$3,385
	$15.26	$16.03	$16.84	$17.70	$18.59	$19.53
10	$2,709	$2,848	$2,992	$3,144	$3,302	$3,469
	$15.64	$16.42	$17.27	$18.15	$19.06	$20.02
11	$2,778	$2,917	$3,067	$3,221	$3,385	$3,557
	$16.03	$16.84	$17.70	$18.59	$19.53	$20.51
12	$2,848	$2,992	$3,144	$3,302	$3,469	$3,644
	$16.42	$17.27	$18.15	$19.06	$20.02	$21.03
13	$2,917	$3,067	$3,221	$3,385	$3,557	$3,736
	$16.85	$17.70	$18.59	$19.53	$20.51	$21.55
14	$2,992	$3,144	$3,302	$3,469	$3,644	$3,829
	$17.27	$18.15	$19.06	$20.02	$21.03	$22.09

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	Step A	Step B	Step C	Step D	Step E	Step F
15	$3,067	$3,221	$3,385	$3,557	$3,736	$3,926
	$17.70	$18.59	$19.53	$20.51	$21.55	$22.64
16	$3,144	$3,302	$3,469	$3,644	$3,829	$4,023
	$18.15	$19.06	$20.02	$21.03	$22.09	$23.22
17	$3,221	$3,385	$3,557	$3,736	$3,926	$4,124
	$18.59	$19.53	$20.51	$21.55	$22.64	$23.81
18	$3,302	$3,469	$3,644	$3,829	$4,023	$4,227
	$19.06	$20.02	$21.03	$22.09	$23.22	$24.39
19	$3,385	$3,557	$3,736	$3,926	$4,124	$4,333
	$19.53	$20.51	$21.55	$22.64	$23.81	$25.01
20	$3,469	$3,644	$3,829	$4,023	$4,227	$4,441
	$20.02	$21.03	$22.09	$23.22	$24.39	$25.63
21	$3,557	$3,736	$3,926	$4,124	$4,333	$4,551
	$20.51	$21.55	$22.64	$23.81	$25.01	$26.27
22	$3,644	$3,829	$4,023	$4,227	$4,441	$4,665
	$21.03	$22.09	$23.22	$24.39	$25.63	$26.93
23	$3,736	$3,926	$4,124	$4,333	$4,551	$4,783
	$21.56	$22.64	$23.81	$25.01	$26.27	$27.60
24	$3,829	$4,023	$4,227	$4,441	$4,665	$4,902
	$22.09	$23.22	$24.39	$25.63	$26.93	$28.27
25	$3,926	$4,124	$4,333	$4,551	$4,783	$5,025
	$22.64	$23.81	$25.01	$26.27	$27.60	$29.00
26	$4,023	$4,227	$4,441	$4,665	$4,902	$5,150
	$23.22	$24.39	$25.63	$26.93	$28.27	$29.72
27	$4,124	$4,333	$4,551	$4,783	$5,025	$5,280
	$23.81	$25.01	$26.27	$27.60	$29.00	$30.46
28	$4,227	$4,441	$4,665	$4,902	$5,150	$5,411
	$24.39	$25.63	$26.93	$28.27	$29.72	$31.22

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	Step A	Step B	Step C	Step D	Step E	Step F
29	$4,333	$4,551	$4,783	$5,025	$5,280	$5,547
	$25.01	$26.27	$27.60	$29.00	$30.46	$32.01
30	$4,441	$4,665	$4,902	$5,150	$5,411	$5,684
	$25.63	$26.93	$28.27	$29.72	$31.22	$32.79
31	$4,551	$4,783	$5,025	$5,280	$5,547	$5,827
	$26.27	$27.60	$29.00	$30.46	$32.01	$33.63
32	$4,665	$4,902	$5,150	$5,411	$5,684	$5,972
	$26.93	$28.27	$29.72	$31.22	$32.79	$34.47
33	$4,783	$5,025	$5,280	$5,547	$5,827	$6,121
	$27.60	$29.00	$30.46	$32.01	$33.63	$35.33
34	$4,902	$5,150	$5,411	$5,684	$5,972	$6,275
	$28.27	$29.72	$31.22	$32.79	$34.47	$36.22
35	$5,025	$5,280	$5,547	$5,827	$6,121	$6,432
	$29.00	$30.46	$32.01	$33.63	$35.33	$37.12
36	$5,150	$5,411	$5,684	$5,972	$6,275	$6,593
	$29.72	$31.22	$32.79	$34.47	$36.22	$38.03
37	$5,280	$5,547	$5,827	$6,121	$6,432	$6,758
	$30.46	$32.01	$33.63	$35.33	$37.12	$38.97
38	$5,411	$5,684	$5,972	$6,275	$6,593	$6,926
	$31.22	$32.79	$34.47	$36.22	$38.03	$39.95
39	$5,547	$5,827	$6,121	$6,432	$6,758	$7,100
	$32.01	$33.63	$35.33	$37.12	$38.97	$40.96
40	$5,684	$5,972	$6,275	$6,593	$6,926	$7,278
	$32.79	$34.47	$36.22	$38.03	$39.95	$41.99

Effective Date: July 1, 2017 with 2.00% increase
Board Approved Date: June 29, 2017

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	RANGE		RANGE
Academic Curriculum Scheduling & Catalog Technician	20	Library Specialist-Circulation Desk	10
Accommodations Specialist	13	Library Specialist-Interlibrary Loans, Periodicals & Circulation Desk	12
Accounting Specialist	12	Library Specialist-Technical Services	17
Accounting Specialist II	17	Library Systems Technology Coordinator	26
Accounting Specialist III	20	Maintenance Specialist	20
Administrative Assistant I	7	Matriculation Services Specialist	9
Administrative Assistant II	11	Matriculation Services Specialist, Senior	13
Administrative Assistant III	18	Matriculation/Articulation Technician	29
Administrative Assistant III- Faculty Assignments	19	Network Engineer	33
Admissions & Records Specialist	10	Network Technician	26
Art Gallery Specialist	15	Online Instructional Technology Specialist	26
Art Studio Specialist	14	Payroll Analyst	20
Athletic Trainer	28	Pool Operator/Groundskeeper	10
Athletics & Division Office Manager	19	Program Coordinator-Business Skills Center	22
Athletics & PE Equipment Specialist	7	Program Coordinator-International Student Program	22
Attendance Accounting Specialist	18	Program Coordinator-Older Adult & Continuing Education	20
Automotive Laboratory Manager	18	Program Coordinator-Reading Center	29
Campus Security Officer	10	Programmer Analyst	30
Career/Transfer Resource Coordinator	18	Programs Specialist- Upward Bound	14
Categorical Services Coordinator	17	Public Information/Graphic & Publications Productions Specialist	22
Categorical Services Coordinator II	22	Public Relations/ Publications Production Specialist	18
Ceramics Studio Specialist	14	Purchasing Coordinator	23
College Receptionist	5	Records Evaluator	15
CurricuNET Specialist	18	Re-Entry & Multicultural Resource Center Coordinator	22
Custodian	6	Re-Entry Counseling Services Specialist	17
Custodian-Lead	8	Reprographics Technician	11
Division Office Manager	18	Scheduling Technician	20
Early Childhood Education Lab Mentor	23	Sciences Laboratory Manager	23
Food Preparer	7	Shipping/Receiving Specialist	8
Groundskeeper	8	Student Activities Coordinator	18
Health Services Specialist	14	Student Financial Services Coordinator	22
Information Technology Support Technician	23	Student Financial Services Outreach Coordinator	22
Instructional Specialist-Theater-Master Carpenter	20	Theater Management Specialist	14
Instructional Specialist	14	Tutorial Site Coordinator- TRIO/Upward Bound	14
Instructional Technology Specialist	22	Unit Office Manager, Admissions & Records	18
Instructional Technology Specialist – Nursing	23	Unit Office Manager, Child Development Center	18
Job Center Coordinator	14	Unit Office Manager, EOPS / CARES	18
Laboratory Specialist I	14	Unit Office Manager, Facilities	18
Laboratory Specialist II	17	Unit Office Manager, Library	18
Library Circulation Desk Coordinator	17	Unit Office Manager, Marina Ed. Ctr.	18
Library Operations Coordinator	26	Unit Office Manager, Public Safety Training Ctr.	18

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	Step A	Step B	Step C	Step D	Step E	Step F
1	$2,193	$2,304	$2,420	$2,541	$2,670	$2,806
	$12.66	$13.29	$13.96	$14.69	$15.41	$16.19
2	$2,248	$2,360	$2,479	$2,606	$2,736	$2,876
	$12.97	$13.62	$14.31	$15.04	$15.80	$16.58
3	$2,304	$2,420	$2,541	$2,670	$2,806	$2,946
	$13.29	$13.96	$14.69	$15.41	$16.19	$17.01
4	$2,360	$2,479	$2,606	$2,736	$2,876	$3,022
	$13.62	$14.31	$15.04	$15.80	$16.58	$17.44
5	$2,420	$2,541	$2,670	$2,806	$2,946	$3,098
	$13.96	$14.69	$15.41	$16.19	$17.01	$17.88
6	$2,479	$2,606	$2,736	$2,876	$3,022	$3,175
	$14.31	$15.04	$15.80	$16.58	$17.44	$18.33
7	$2,541	$2,670	$2,806	$2,946	$3,098	$3,253
	$14.69	$15.41	$16.19	$17.01	$17.88	$18.78
8	$2,606	$2,736	$2,876	$3,022	$3,175	$3,335
	$15.04	$15.80	$16.58	$17.44	$18.33	$19.25
9	$2,670	$2,806	$2,946	$3,098	$3,253	$3,419
	$15.41	$16.19	$17.01	$17.88	$18.78	$19.73
10	$2,736	$2,876	$3,022	$3,175	$3,335	$3,504
	$15.80	$16.58	$17.44	$18.33	$19.25	$20.22
11	$2,806	$2,946	$3,098	$3,253	$3,419	$3,593
	$16.19	$17.01	$17.88	$18.78	$19.73	$20.72
12	$2,876	$3,022	$3,175	$3,335	$3,504	$3,680
	$16.58	$17.44	$18.33	$19.25	$20.22	$21.24
13	$2,946	$3,098	$3,253	$3,419	$3,593	$3,773
	$17.02	$17.88	$18.78	$19.73	$20.72	$21.77

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	Step A	Step B	Step C	Step D	Step E	Step F
14	$3,022	$3,175	$3,335	$3,504	$3,680	$3,867
	$17.44	$18.33	$19.25	$20.22	$21.24	$22.31
15	$3,098	$3,253	$3,419	$3,593	$3,773	$3,965
	$17.88	$18.78	$19.73	$20.72	$21.77	$22.87
16	$3,175	$3,335	$3,504	$3,680	$3,867	$4,063
	$18.33	$19.25	$20.22	$21.24	$22.31	$23.45
17	$3,253	$3,419	$3,593	$3,773	$3,965	$4,165
	$18.78	$19.73	$20.72	$21.77	$22.87	$24.05
18	$3,335	$3,504	$3,680	$3,867	$4,063	$4,269
	$19.25	$20.22	$21.24	$22.31	$23.45	$24.63
19	$3,419	$3,593	$3,773	$3,965	$4,165	$4,376
	$19.73	$20.72	$21.77	$22.87	$24.05	$25.26
20	$3,504	$3,680	$3,867	$4,063	$4,269	$4,485
	$20.22	$21.24	$22.31	$23.45	$24.63	$25.89
21	$3,593	$3,773	$3,965	$4,165	$4,376	$4,597
	$20.72	$21.77	$22.87	$24.05	$25.26	$26.53
22	$3,680	$3,867	$4,063	$4,269	$4,485	$4,712
	$21.24	$22.31	$23.45	$24.63	$25.89	$27.20
23	$3,773	$3,965	$4,165	$4,376	$4,597	$4,831
	$21.78	$22.87	$24.05	$25.26	$26.53	$27.88
24	$3,867	$4,063	$4,269	$4,485	$4,712	$4,951
	$22.31	$23.45	$24.63	$25.89	$27.20	$28.55
25	$3,965	$4,165	$4,376	$4,597	$4,831	$5,075
	$22.87	$24.05	$25.26	$26.53	$27.88	$29.29
26	$4,063	$4,269	$4,485	$4,712	$4,951	$5,202
	$23.45	$24.63	$25.89	$27.20	$28.55	$30.02
27	$4,165	$4,376	$4,597	$4,831	$5,075	$5,333
	$24.05	$25.26	$26.53	$27.88	$29.29	$30.76

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	Step A	Step B	Step C	Step D	Step E	Step F
28	$4,269	$4,485	$4,712	$4,951	$5,202	$5,465
	$24.63	$25.89	$27.20	$28.55	$30.02	$31.53
29	$4,376	$4,597	$4,831	$5,075	$5,333	$5,602
	$25.26	$26.53	$27.88	$29.29	$30.76	$32.33
30	$4,485	$4,712	$4,951	$5,202	$5,465	$5,741
	$25.89	$27.20	$28.55	$30.02	$31.53	$33.12
31	$4,597	$4,831	$5,075	$5,333	$5,602	$5,885
	$26.53	$27.88	$29.29	$30.76	$32.33	$33.97
32	$4,712	$4,951	$5,202	$5,465	$5,741	$6,032
	$27.20	$28.55	$30.02	$31.53	$33.12	$34.81
33	$4,831	$5,075	$5,333	$5,602	$5,885	$6,182
	$27.88	$29.29	$30.76	$32.33	$33.97	$35.68
34	$4,951	$5,202	$5,465	$5,741	$6,032	$6,338
	$28.55	$30.02	$31.53	$33.12	$34.81	$36.58
35	$5,075	$5,333	$5,602	$5,885	$6,182	$6,496
	$29.29	$30.76	$32.33	$33.97	$35.68	$37.49
36	$5,202	$5,465	$5,741	$6,032	$6,338	$6,659
	$30.02	$31.53	$33.12	$34.81	$36.58	$38.41
37	$5,333	$5,602	$5,885	$6,182	$6,496	$6,826
	$30.76	$32.33	$33.97	$35.68	$37.49	$39.36
38	$5,465	$5,741	$6,032	$6,338	$6,659	$6,995
	$31.53	$33.12	$34.81	$36.58	$38.41	$40.35
39	$5,602	$5,885	$6,182	$6,496	$6,826	$7,171
	$32.33	$33.97	$35.68	$37.49	$39.36	$41.37
40	$5,741	$6,032	$6,338	$6,659	$6,995	$7,351
	$33.12	$34.81	$36.58	$38.41	$40.35	$42.41

Effective Date: January 1, 2018 with 1.0% increase
Board Approved Date: December 20, 2017

Monterey Peninsula Community College District
CLASSIFIED SALARY SCHEDULE
2017-2018

	RANGE		RANGE
Academic Curriculum Scheduling & Catalog Technician	20	Library Specialist-Circulation Desk	10
Accommodations Specialist	13	Library Specialist-Interlibrary Loans, Periodicals & Circulation Desk	12
Accounting Specialist	12	Library Specialist-Technical Services	17
Accounting Specialist II	17	Library Systems Technology Coordinator	26
Accounting Specialist III	20	Maintenance Specialist	20
Administrative Assistant I	7	Matriculation Services Specialist	9
Administrative Assistant II	11	Matriculation Services Specialist, Senior	13
Administrative Assistant III	18	Matriculation/Articulation Technician	29
Administrative Assistant III- Faculty Assignments	19	Network Engineer	33
Admissions & Records Specialist	10	Network Technician	26
Art Gallery Specialist	15	Online Instructional Technology Specialist	26
Art Studio Specialist	14	Payroll Analyst	20
Athletic Trainer	28	Pool Operator/Groundskeeper	10
Athletics & Division Office Manager	19	Program Coordinator-Business Skills Center	22
Athletics & PE Equipment Specialist	7	Program Coordinator-International Student Program	22
Attendance Accounting Specialist	18	Program Coordinator-Older Adult & Continuing Education	20
Automotive Laboratory Manager	18	Program Coordinator-Reading Center	29
Campus Security Officer	10	Programmer Analyst	30
Career/Transfer Resource Coordinator	18	Programs Specialist- Upward Bound	14
Categorical Services Coordinator	17	Public Information/Graphic & Publications Productions Specialist	22
Categorical Services Coordinator II	22	Public Relations/ Publications Production Specialist	18
Ceramics Studio Specialist	14	Purchasing Coordinator	23
College Receptionist	5	Records Evaluator	15
CurricuNET Specialist	18	Re-Entry & Multicultural Resource Center Coordinator	22
Custodian	6	Re-Entry Counseling Services Specialist	17
Custodian-Lead	8	Reprographics Technician	11
Division Office Manager	18	Scheduling Technician	20
Early Childhood Education Lab Mentor	23	Sciences Laboratory Manager	23
Food Preparer	7	Shipping/Receiving Specialist	8
Groundskeeper	8	Student Activities Coordinator	18
Health Services Specialist	14	Student Financial Services Coordinator	22
Information Technology Support Technician	23	Student Financial Services Outreach Coordinator	22
Instructional Specialist-Theater-Master Carpenter	20	Theater Management Specialist	14
Instructional Specialist	14	Tutorial Site Coordinator- TRIO/Upward Bound	14
Instructional Technology Specialist	22	Unit Office Manager, Admissions & Records	18
Instructional Technology Specialist – Nursing	23	Unit Office Manager, Child Development Center	18
Job Center Coordinator	14	Unit Office Manager, EOPS / CARES	18
Laboratory Specialist I	14	Unit Office Manager, Facilities	18
Laboratory Specialist II	17	Unit Office Manager, Library	18
Library Circulation Desk Coordinator	17	Unit Office Manager, Marina Ed. Ctr.	18
Library Operations Coordinator	26	Unit Office Manager, Public Safety Training Ctr.	18

Board Approved: June 29, 2017

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. O

Proposal:
> That the Governing Board approves the Confidential Salary Schedule effective January 1, 2018.

Background:
> Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 negotiated and agreed to increase the Classified Salary Schedule by 1% effective January 1, 2018.
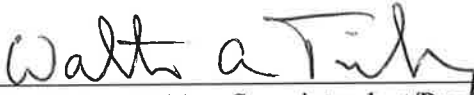
> Historically, unrepresented permanent employee groups have received salary increases equitable to bargaining unit members.

Budgetary Implications:
> The costs are included in the 2017-2018 budget and are estimated at $3,243 for unrestricted general funds.

☒   **RESOLUTION: BE IT RESOLVED,** that the Governing Board approves the Confidential Salary Schedule effective January 1, 2018.
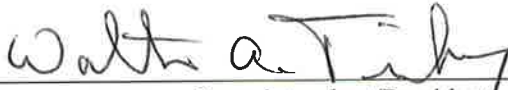
Recommended By: _____
Dr. Walter Tribley, Superintendent/President

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

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

Monterey Peninsula Community College District
CONFIDENTIAL SALARY SCHEDULE

2017-2018
Effective January 1, 2018

Title	A	B	C	D	E	F
Administrative Assistant IV to the Vice President for Academic Affairs	3,680	3,867	4,063	4,269	4,485	4,712
	21.24	22.31	23.45	24.63	25.89	27.20
Administrative Assistant IV to the Vice President for Administrative Services	3,680	3,867	4,063	4,269	4,485	4,712
	21.24	22.31	23.45	24.63	25.89	27.20
Administrative Assistant IV to the Vice President for Student Services	3,680	3,867	4,063	4,269	4,485	4,712
	21.24	22.31	23.45	24.63	25.89	27.20
Budget and Operations Analyst	4,485	4,712	4,951	5,202	5,465	5,741
	25.89	27.20	28.55	30.02	31.53	33.12
Executive Assistant to the President	4,165	4,376	4,597	4,831	5,075	5,333
	24.05	25.26	26.53	27.88	29.29	30.76
Human Resources Technician	3,175	3,335	3,504	3,680	3,867	4,063
	18.33	19.25	20.22	21.24	22.31	23.45
Human Resources Analyst	4,485	4,712	4,951	5,202	5,465	5,741
	25.89	27.20	28.55	30.02	31.53	33.12
Human Resources Benefits and Retirement Coordinator	3,504	3,680	3,867	4,063	4,269	4,485
	20.22	21.24	22.31	23.45	24.63	25.89
Human Resources Specialist	3,419	3,593	3,773	3,965	4,165	4,376
	19.73	20.72	21.77	22.87	24.05	25.26

Confidential Stipend of 5% is paid to all confidential employees in addition to the above salary amounts.

Notes:
1. Retroactive Pay. Retroactive pay is not paid to hourly, temporary staff.
2. Each employee shall be granted a non-cumulative longevity stipend per month as described below beginning in the first month of the employee's eighth (8th) year of continuous employment, and at the beginning of each subsequent fifth (5th) year thereafter up to the maximum. Stipends are pro-rated for part-time employees. A maximum of four (4) longevity stipends will be granted at the beginning of years 8, 13, 18 and 23 of continuous employment. The amounts listed below are the total amounts paid at the designated service period; they are not added together. The maximum longevity stipend, at the beginning of 23 years of service, will be $360.00 per month.
3.

Beginning Year:	Total Monthly Increment
Eight (8)	$60
Thirteen (13)	$140
Eighteen (18)	$240
Twenty-three (23)	$360

Effective Date: January 1, 2018 with 1.0% increase
Board Approved: December 20, 2017

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. P

<u>Human Resources</u>
College Area

Proposal:

That the Governing Board approves the Management-Supervisory Salary Schedule effective January 1, 2018.

Background:

Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 negotiated and agreed to increase the Classified Salary Schedule by 1% effective January 1, 2018.

Historically, unrepresented permanent employee groups have received salary increases equitable to bargaining unit members.

Budgetary Implications:

The costs are included in the 2017-2018 budget and are estimated at $6,085 for unrestricted general funds and $846 for restricted funds.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approves the Management-Supervisory Salary Schedule effective January 1, 2018.

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

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

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

Monterey Peninsula Community College District

MANAGEMENT-SUPERVISORY SALARY SCHEDULE

2017-2018
Effective January 1, 2018

Classification	Range
Assistant to the Superintendent/President	57
Associate Researcher	50
Controller	52
Custodial/ Evening Site Supervisor	40
Director of Security and Emergency Operations	57
Director, Admissions and Records	60
Director, Children's Center	44
Director, Information Systems	67
Director, Institutional Research	57
Director, Marketing and Communications	60
Director, Student Financial Services	52
Facilities Operations Supervisor	45
Systems and Programming Manager	57
Theater Technical Director	45

All positions are overtime exempt.

1. Effective April 1, 2000, the career longevity increment will be changed from a percentage rate to a non-cumulative flat rate of $55.00 per month in pay beginning the first month of the employee's eighth (8th) year of full-time employment in the District, and at the beginning of each subsequent fifth (5th) year thereafter. A maximum of four (4) longevities steps will be granted at the beginning of year 8, 13, 18 and 22 beyond the date of hire for continuous employment. The maximum longevity increment, at 22 years of service, will be $220.00 per month. Board Approved 3/28/00.

   Those employees who have earned Longevity Increments under a previous longevity program, will have the actual dollar amount frozen and will continue to receive the actual dollar value of the increment(s). The dollar amount will remain constant until that amount is equal to or less than the longevity increment program amount described above. The employee will then receive the longevity amount available under the new program.

2. Employees who earned Professional Growth increments (5% of base salary for each increment, up to a maximum of 5 increments), prior to March 30, 2006, will continue to receive these increments. Awards of new or additional Professional Growth increments are not available after March 30, 2006.

Monterey Peninsula Community College District
MANAGEMENT-SUPERVISORY SALARY SCHEDULE
2017-2018

Effective January 1, 2018

Range	Step A	Step B	Step C	Step D	Step E	Range
30	3,171	3,329	3,495	3,669	3,856	30
31	3,254	3,416	3,588	3,767	3,956	31
32	3,334	3,499	3,675	3,859	4,051	32
33	3,412	3,582	3,763	3,950	4,148	33
34	3,500	3,676	3,860	4,053	4,255	34
35	3,590	3,771	3,959	4,156	4,363	35
36	3,669	3,856	4,048	4,248	4,461	36
37	3,764	3,954	4,150	4,358	4,575	37
38	3,845	4,038	4,296	4,451	4,674	38
39	3,950	4,148	4,357	4,574	4,803	39
40	4,047	4,248	4,461	4,682	4,917	40
41	4,148	4,357	4,573	4,802	5,043	41
42	4,248	4,461	4,682	4,920	5,164	42
43	4,360	4,577	4,808	5,048	5,297	43
44	4,461	4,682	4,917	5,164	5,423	44
45	4,573	4,800	5,042	5,291	5,556	45
46	4,689	4,925	5,168	5,428	5,700	46
47	4,790	5,029	5,281	5,546	5,821	47
48	4,912	5,158	5,417	5,685	5,970	48
49	5,040	5,290	5,555	5,834	6,125	49
50	5,168	5,428	5,700	5,983	6,285	50
51	5,290	5,554	5,833	6,123	6,431	51
52	5,420	5,687	5,972	6,274	6,587	52
53	5,556	5,835	6,127	6,433	6,754	53
54	5,692	5,977	6,275	6,589	6,917	54
55	5,834	6,125	6,432	6,753	7,091	55
56	5,978	6,278	6,590	6,920	7,266	56
57	6,123	6,431	6,750	7,090	7,441	57
58	6,280	6,593	6,922	7,268	7,633	58
59	6,436	6,759	7,098	7,452	7,824	59
60	6,593	6,922	7,268	7,633	8,012	60
61	6,763	7,104	7,457	7,830	8,222	61
62	6,931	7,277	7,641	8,022	8,426	62
63	7,101	7,455	7,828	8,219	8,630	63
64	7,277	7,641	8,023	8,426	8,847	64
65	7,461	7,834	8,225	8,637	9,069	65
66	7,639	8,023	8,422	8,844	9,287	66
67	7,819	8,211	8,621	9,052	9,506	67

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. Q

<div align="right">Human Resources
College Area</div>

Proposal:

That the Governing Board approves the Administrative Salary Schedule effective January 1, 2018.

Background:

Monterey Peninsula Community College District and Monterey Peninsula College Employees Association, Chapter #245 negotiated and agreed to increase the Classified Salary Schedule by 1% effective January 1, 2018.

Historically, unrepresented permanent employee groups have received salary increases equitable to bargaining unit members.

Budgetary Implications:

The costs are included in the 2017-2018 budget and are estimated at $8,772 for unrestricted general funds and $3,416 for restricted funds.

☒   **RESOLUTION: BE IT RESOLVED,** that the Governing Board approves the Administrative Salary Schedule effective January 1, 2018.

Recommended By:_____

Dr. Walter Tribley, Superintendent/President

Prepared By:_____

Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval:_____

Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

ADMINISTRATIVE SALARY SCHEDULE

2017-2018
Effective - January 1, 2018

Title	Step 1	Step 2	Step 3	Step 4*	Step 5*
Director	6,846	7,121	7,405	7,702	8,010
Assistant Dean	7,850	8,180	8,502	8,852	9,196
Associate Dean	9,238	9,574	9,906	10,253	10,600
Dean	9,759	10,089	10,421	10,771	11,118
Administrative Dean	10,282	10,646	11,021	11,371	11,718
Vice President	10,877	11,241	11,616	11,961	12,314

*Advancement to Steps 4 and 5 requires three years full time service at the previous step.

Notes:

1. The above are twelve month contracts.

2. Twenty-two working days of vacation are authorized each year, with an accrual maximum of 44 days.

3. An additional ten working days are authorized beyond the normal vacation for study, travel and general professional improvement for Vice Presidents.

4. A monthly bonus of $240 will be awarded for an earned doctorate from an accredited institution.

5. An additional 5% stipend will be earned by an administrator for each District negotiating team in which they have been assigned to serve.

6. The Superintendent/President, the Vice Presidents and the Associate Dean of Human Resources are on individual contracts.

Effective Date: January 1, 2018 with 1.00% increase
Board Approval: December 20, 2017

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. R

<div style="text-align:right">

Human Resources
College Area

</div>

Proposal:
That the Governing Board approves the Memorandum of Understanding (MOU) of August 18, 2017 entitled "Physical Sciences Lab Managers" between Monterey Peninsula California Employees Association Chapter #245 (MPCEA) and the Monterey Peninsula Community College District (District).

Background:
MPCEA and the District negotiated and agreed to modify the annual work assignments for two full-time bargaining unit members employed in the classification of Lab Manager in the Physical Sciences Division. The annual work assignments were established at 10 months and 12 months. The MOU changes the annual work assignments to 11 months for both positions effective in the 2017-2018 year.

The MOU was ratified on MPCEA on December 14, 2017 with a vote of (Insert #) in favor and (insert #) opposed.

Budgetary Implications:
No budget implications.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approves the Memorandum of Understanding of August 18, 2017 entitled "Physical Sciences Lab Managers" between Monterey Peninsula California Employees Association Chapter #245 and the Monterey Peninsula Community College District.
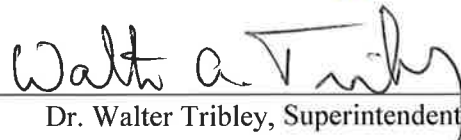
Recommended By:_____
Laurence Walker, Interim Vice President of Student Services

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

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

Monterey Peninsula Community College District
And
California School Employees Association Chapter # 245
Memorandum of Understanding
August 18, 2017

Physical Sciences Lab Managers

Monterey Peninsula Community College District and the California School Employees Association Chapter # 245 (the Parties) have negotiated and agreed to the following.

Whereas, Christine Wood is currently employed as a Lab Manager in the Physical Science Division for 40 hours per week and 12 months per year;

And whereas, Tim McKnew is currently employed as a Lab Manager in the Physical Science Division for 40 hours and 10 month per year;
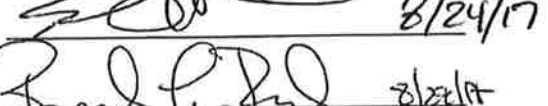
And whereas, Christine Wood requests to have her annual work schedule reduced from 40 hours per week 12 months to 40 hours per week 11 months per year;

And whereas, Tim McKnew requests to have his annual work schedule increased from 40 hours per week 10 months to 40 hours per week 11 months per year;
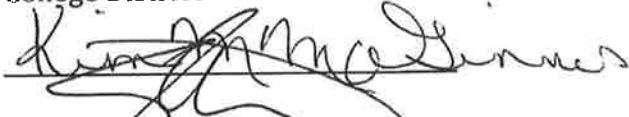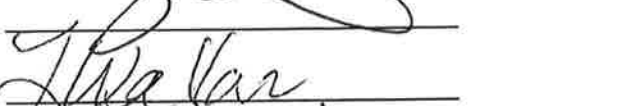
Therefore, the Parties agree to decrease Christine Wood's position to 40 hours per week 11 months per year and increase Tim McKnew's position to 40 hours per week 11 months per year.

This Memorandum of Understanding shall not be precedent setting nor constitute a past practice. The Parties agree to the terms of this Memorandum of Understanding on the 24th day of August.

For CSEA Chapter #245

For Monterey Peninsula Community College District

1

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. S

Proposal:
Increase the current 2017-2018 Salary Schedule to reflect the increase in California minimum wage.

Background:
The California minimum wage will increase from $10.50 to $11.00 per hour effective January 1, 2018. The Short-Term, Non-Continuing (non-classified) and Student employee salary schedules have been updated for compliance.

Budgetary Implications:
The estimated budgetary cost to increase the current Short-Term Non-Continuing (non-classified) and Student employee's is $16,508, which includes the payroll related benefits.

☒ **BE IT RESOLVED,** that the Governing Board approves the attached 2017-2018 salary schedules for Short-Term, Non-Continuing (non-classified) and Student employee salary schedules, effective January 1, 2018.
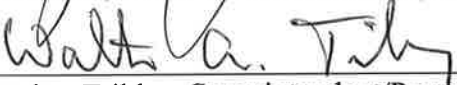
Recommended By: _____

Susan Kitagawa, Associate Dean of Human Resources

Prepared By: _____

Kayla Garcia, Human Resources Analyst

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

MONTEREY PENINSULA COLLEGE
SHORT-TERM, NON-CONTINUING EMPLOYEES (non-classified) SCHEDULE
Maximum days per fiscal year: 180
2018

Position Title	Working Titles	Description of Level of Duties	Hourly Pay Rate
College Assistant I	• Cashier • Reader-English Language • Utility Person • Children's Center Aide	Entry level - no specific skills or experience required. Supervisor will train. Completes basic tasks and duties under supervision.	11.00
College Assistant II	• Reader – Foreign Language • General Tutor	Possesses some training or skills. Completes general duties under supervision.	11.50
College Assistant III	• Tutor in a specific subject • Clerical Assistant	Basic skill or proficiency level; assists students or provides support to an office or department.	12.00
College Assistant IV	• Costumer • Model (draped)	Has specialized skills, but not specialized training.	12.50
College Assistant V	• Security Guard • Clerical Assistant • Tram Driver • Custodial Assistant • Music Accompanist • Library Assistant	General help but has at least one specific well developed skill or expertise. May work independently and have responsibility for an assigned function.	13.50
College Assistant VI	• A & R Clerk (registration only) • Grounds Assistant • Dance Accompanist • Instructional Assistant I	Has specialized skills, training or experience in a specific area.	14.00
College Assistant VII	• Computer Services Technician	Has specialized skills, training or experience in a specific area of high responsibility; applies skills to projects.	15.00
College Assistant VIII	• Fiscal Services Assistant • Program Specialist	Has specialized skills, training or experience in a specific area of higher responsibility. Assignment has high degree of accountability.	15.50
College Assistant IX	• Student Advisor, Special Programs • Financial Aid Assistant • Media Assistant • Instructional Assistant II	Has specialized skills, training or experience in a specific area of highest responsibility. Assignment has high degree of autonomy; may work with the public and students.	16.50
College Assistant X	• Children's Center Assistant • Laboratory Aide	Advanced specialized skills, training and/or certification; high level of responsibility, autonomy and accountability.	17.00
College Assistant XI	• Maintenance Assistant • Payroll Assistant	More advanced specialized skills or training; high responsibility, autonomy and accountability level.	17.50
College Assistant XII	• Life Model (undraped)	Professional work level.	18.00
College Assistant XIII	• IT Assistant I	Professional work requiring high level of skills in the profession; high responsibility.	19.00
College Assistant XIV	• Reading Center (Children's Program) Tutor • IT Assistant II	Highly professional work requiring certification or skills at the highest level of the profession, and/or serving as lead worker to others.	25.00

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

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

Effective January 1, 2018; Board Approved: December 20, 2017

Monterey Peninsula Community College District
HOURLY STUDENT PAY RATES
2018

CLASS I	Assistant/Clerk	$11.00
CLASS II	Technician/Intern	$11.00- $11.50
CLASS III	Coordinator/Manager	$11.50 - $12.00
CLASS IV	Tutors	$12.00 - $12.50

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

Assistant & Clerk

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

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

Technician & Intern

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

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

Coordinator & Manager

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

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

Tutor

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

Effective: January 1, 2018
Board Approved: December 20, 2017

Monterey Peninsula Community College District

Governing Board Agenda

New Business Agenda Item No. T

<div align="right">President's Office
College Area</div>

Proposal:
That the Governing Board adopts Board Policies: 4230 – Grading and Academic Record Symbols; 4231 – Grade Changes; 4235 – Credit by Examination; 4240 – Academic Renewal; and 4400 – Community Services Programs.

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

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

The attached policies for the Academic Affairs area were presented to the Board for a first reading at the November Board meeting. No further modifications were made in the interim, and the policies are recommended for adoption:

Board Policy 4230	Grading and Academic Record Symbols (replaces existing MPC policy 4130)
Board Policy 4231	Grade Changes (no existing MPC policy)
	Board Policies 3310 and 5040 also attached for information
	NOTE: Policy reflects Board subcommittee revision to clarify S/P is authorized to establish procedures, which will include appropriate involvement and recommendations of the Academic Senate.
Board Policy 4235	Credit by Examination (no existing MPC policy)
	NOTE: Policy reflects Board subcommittee revision to clarify S/P is authorized to establish procedures, which will include appropriate involvement and recommendations of the Academic Senate.
Board Policy 4240	Academic Renewal (no existing MPC policy)
	NOTE: Policy reflects Board subcommittee revision to clarify S/P is authorized to establish procedures, which will include appropriate involvement and recommendations of the Academic Senate.
Board Policy 4400	Community Services Programs (replaces existing MPC policy 3040)

Budgetary Implications:
    None.

☒   **RESOLUTION: BE IT RESOLVED**, that Board Policies: 4230 – Grading and Academic Record
    Symbols; 4231 – Grade Changes; 4235 – Credit by Examination; 4240 – Academic Renewal; and
    4400 – Community Services Programs, be adopted.

Recommended By: _Walter A. Tribley_
    Dr. Walter Tribley, Superintendent/President

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

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

Chapter 4   Academic Affairs   4230

BP 4230   Grading and Academic Record Symbols

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the MPC Catalog and made available to students.

See Administrative Procedure 4230 – Grading and Academic Record Symbols

References: Title 5 Section 55023

Formerly Governing Board Policy 4130 - Grading System and Scholarship Standards

Adopted: December 14, 1988
Revised: November 19, 1991
Revised, Renumbered, and Adopted:

MONTEREY PENINSULA COLLEGE
GOVERNING BOARD POLICIES

4000 SERIES EDUCATIONAL PROGRAMS AND STANDARDS

B.   Regulations/Standards

4130   Grading System and Scholarship Standards

In compliance with applicable state law and regulations, the Governing Board adopts as policy a grading system for all credit classes to be used to evaluate student performance for the awarding of degrees and certificates, certification of the level of scholarship for student transfer to other post-secondary institutions, and for such other purposes as evidence of academic performance may be necessary. This grading system shall consist of evaluative symbols, which are convertible to a numeric grade point average, and to non-evaluative symbols permitted or required by state regulations. The grading system may also include provision for the award of credit/no credit grades in those courses designated by the faculty and administration.

The Board also adopts as policy regulations on withdrawal; probation; dismissal and re-admission; academic renewal; credit by challenge examination; and, Scholastic Honors.

Grading system regulations and definitions and the Scholarship Standards regulations listed in paragraph two of this section are included as Appendix 4130 of the Governing Board Policies Handbook.

Reference: Education Code 72285, 76224, 76300, 78204.
                California Administrative Code, Title 5, 55750 et. seq.

Formerly Governing Board Policies 6.4, 6.5.

Revised, Renumbered and Adopted: December 14, 1988.
Revised and Readopted: November 19, 1991

Chapter 4	Academic Affairs	4231

BP 4231   Grade Changes

The Superintendent/President shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall rely primarily on the appropriate involvement and recommendations of the Academic Senate. The procedures shall include, but not necessarily be limited to, the following:

- Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.

- Procedures for students to challenge the correctness of a grade.

- The installation of security measures to protect grade records and grade storage systems from unauthorized access.

- Limitations on access to grade records and grade storage systems.

- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

- Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

See Board Policy 3310 -- Records Retention and Destruction, Administrative Procedure 4231 -- Grade Changes, and Board Policy/Administrative Procedure 5040 – Student Records.

References: Education Code Sections 76224 and 76232;
                   Title 5 Section 55025

Adopted:

◉MPC

MONTEREY PENINSULA
COLLEGE

GOVERNING BOARD POLICIES

Chapter 3	General Institution	3310

BP 3310   Records Retention and Destruction

The Vice President for Administrative Services shall establish administrative procedures to assure the retention and destruction of all District records—including electronically stored information as defined by the Federal Rules of Civil Procedure—in compliance with Title 5. Such records shall include, but not be limited to student records, employment records and financial records.

See Administrative Procedure 3310 – Records Retention and Destruction

References: Title 5 Sections 59020, et seq.;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45

Adopted: October 24, 2012
Reviewed: February 24, 2016

For Information

BP 5040   Student Records, Directory Information, and Privacy

The Superintendent/President shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

The Superintendent/President may direct the implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.

Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the District.

No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Students shall be notified of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.

Directory information shall include:
- Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members.
- Degrees and awards received by students, including honors, scholarship awards, athletic awards and Dean's List recognition.

See Administrative Procedures 5040 -- Student Records, Directory Information, and Privacy; 5045 Student Records – Challenging Content And Access Log; and Board Policy/Administrative Procedure 4231 – Grade Changes

References: Education Code Sections 76200 et seq.;
Title 5 Sections 54600 et seq.;
20 U.S. Code Section 1232g(j);
ACCJC Accreditation Standard II.C.8

Adopted: April 26, 2017

Chapter 4   **Academic Affairs**   **4235**

BP 4235   Credit by Examination

Credit may be earned by students who satisfactorily pass authorized examinations. The Superintendent/President shall establish administrative procedures to implement this policy. The procedures shall rely primarily on the appropriate involvement and recommendations of the Academic Senate.

See Administrative Procedure 4235 - Credit by Examination

References: Title 5 Section 55050

Adopted:

GOVERNING BOARD POLICIES

BP 4240   Academic Renewal

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The Superintendent/President shall establish procedures that provide for academic renewal. The procedures shall rely primarily on the appropriate involvement and recommendations of the Academic Senate.

See Administrative Procedure 4240 - Academic Renewal

References: Title 5 Section 55046

Adopted:

Chapter 4   Academic Affairs   **4400**

BP 4400   Community Services Programs

The District shall maintain a community services program that will enhance cultural and personal enrichment opportunities for the community by offering a varied schedule of courses, speakers, and other activities of significant quality and merit.

The community services program shall be designed to contribute to the physical, intellectual, economic, and/or civic development of the individuals or groups enrolled in it.

Community services courses shall be open for admission of adults and of minors who can benefit from the programs.

No General Fund monies may be expended to establish or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

References: Education Code Section 78300

Formerly Governing Board Policy 3040 – Community Services

Adopted: August 10, 1988
Renumbered, Revised, and Adopted:

MONTEREY PENINSULA COLLEGE
GOVERNING BOARD POLICIES

3000 SERIES EDUCATIONAL PROGRAMS AND STANDARDS

A. Educational Programs

3040 Community Services

It is the Policy of the Governing Board that Monterey Peninsula College should be a major cultural resource for the community

In addition to its formal curricula and programs, the College will strive to enhance cultural and personal enrichment opportunities for citizens of the District by offering to them, through the Community Services Department, a varied program of short courses, concerts, speakers, films, and other activities of the highest possible quality and merit.

Community Services programs and activities shall be supported by fees and District funds, but no state general funds shall be used for direct costs and direct support costs of the program.

Reference: Education Code 78300 et. seq.
            California Administrative Code, Title 5, 55001, 55002.

Adopted: August 10, 1988.

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. U

Proposal:
That the Governing Board adopts the proposed Board goals for 2018.

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

An ad hoc subcommittee comprised of Trustees Margaret-Anne Coppernoll and Loren Steck met with Dr. Walt Tribley, MPC Superintendent/President, on October 3, 2017 to develop draft Board goals for 2018 (Attachment B). The first reading of the Board goals, originally scheduled for the October meeting of the Governing Board, was tabled due to the absence of the Board Chair in October.

The proposed goals were presented at the November meeting for a first reading and to receive the Board's input. The goals (Attachment C) have been updated to reflect the change discussed at the November meeting and are presented to the Governing Board for adoption.

Budgetary Implications:
None.

☒   **RESOLUTION: BE IT RESOLVED**, that the Monterey Peninsula College Governing Board Goals for 2018, be adopted.

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

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

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

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD GOALS FOR 2018
PROPOSED

1. Encourage an open and respectful culture at MPC in partnership with the Superintendent/President.

2. Actively participate in and support actions taken by the college to maintain fiscal stability and increase efficiency.

3. Ensure the college policies are updated, comprehensive and implemented.

4. Respond to ACCJC Accreditation recommendations and support the completion of MPC's Actionable Improvement Plans and Quality Focus Action Projects.

5. Regularly schedule presentations with follow-up discussion opportunities on College programs and issues at Trustee meetings or study sessions.

6. Engage in legislative advocacy activities to support the college and community college systems.

7. Be open and accessible to community and campus constituents.

Monterey Peninsula Community College District

Governing Board Agenda

December 20, 2017

New Business Agenda Item No. V

Superintendent/President
College Area

Proposal:
To review the attached Calendar of Events.

Background:
The Trustees request that the Calendar of Events be placed on each regular Governing Board meeting agenda for review and that volunteer assignments be made so that the Trustees become more visible on campus.

Trustees will attend meetings as observers and will not represent the Board's view on issues/topics.

Budgetary Implications:
None.

☒ **INFORMATION:** Calendar of Events.

Recommended By: Dr. Walter Tribley, Superintendent/President

Prepared By: Shawn Anderson

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

Agenda Approval: Walter A. Tribley

Dr. Walter Tribley, Superintendent/President

MPC Governing Board 2017-2018 Calendar of Events

DECEMBER 2017

Friday, December 15 **Administrators Holiday Reception, 1:00-2:30pm, Admin Building Lobby**
Fall 2017 Semester Ends

Tuesday, December 19 Fire Academy Graduation, MPC Theater, 10:00am

Wednesday, December 20 Annual Organizational Board Meeting and Swearing-in Ceremony, Monterey Peninsula College
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

Friday, Dec. 22 through Winter Break
  Monday, Jan. 1

JANUARY 2018

Tuesday, January 2 Early Spring Session Begins

Monday, January 15 Holiday – Dr. Martin Luther King, Jr. Day

Wed.-Thurs., January 17-18 Campus Flex Days

Friday, January 19 Early Spring Session Ends

Monday, January 22 Spring Semester Begins

Wednesday, January 24 *Regular Board Meeting, MPC Library & Technology Center*
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

Fri.-Sun., January 26-28 CCLC Effective Trusteeship & Board Chair Workshop (Board Chair Workshop: January 27), Sheraton Grand, Sacramento

Sunday, January 28 - CCLC Annual Legislative Conference, Sheraton Grand, Sacramento
Monday, January 29

FEBRUARY 2018

Friday, February 16 Holiday – Lincoln Day Observance

Monday, February 19 Holiday – Washington's Day

Wednesday, February 28 *Regular Board Meeting, MPC Library & Technology Center*
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

MARCH 2018

Sun.-Sat., March 18-24 Spring Recess

Thursday, March 22 Monterey County School Boards Association's Annual Organizational Meeting and Dinner, 5:30pm, Location to be announced

Wednesday, March 28 *Regular Board Meeting, MPC Library & Technology Center*
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

APRIL 2018

Wednesday, April 25 *Regular Board Meeting, MPC Library & Technology Center*
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

Friday, April 27 President's Address to the Community, Monterey Marriott, 11:00am-1:30pm

MPC Governing Board 2017-2018 Calendar of Events

<u>MAY 2018</u>

Date, Time & Location TBD	Employee Recognition Ceremony
	MPC Scholarship Awards Ceremony
	Veterans Recognition Ceremony
	CDC Preschool Graduation
	Early Childhood Education Graduation Celebration
	Automotive Technology Graduation Banquet, Tarpy's Roadhouse, 5:00-8:00pm
	Asian Student Assn Ceremony, 6:00pm
	Fire Academy Graduation Ceremony
	Latino Ceremony, 6:00pm, LF 103
	Kente Ceremony, 7:00pm
Thurs.-Sunday, May 3-6	CCLC Annual Trustees Conference, Hyatt Regency Valencia
Monday, May 21 through Friday, May 25	Finals
*Wednesday, May 23	*Regular Board Meeting, MPC Library & Technology Center*
	Closed Session: 11:00am, Stutzman Room
	Regular Meeting: 1:30pm, Sam Karas Room
Friday, May 25	Spring Semester Ends
Saturday, May 26	Faculty Retirement Breakfast, 8:30am (location to be confirmed)
	Commencement: 12:00pm, MPC Stadium
	(Line-up at 11:30am in Amphitheater)
	Nurse Pinning Ceremony, 3:00pm, Amphitheater
Monday, May 28	Holiday – Memorial Day

<u>JUNE 2018</u>

Monday, June 4	Summer Session Begins
*Wednesday, June 27	*Regular Board Meeting, MPC Library & Technology Center*
	Closed Session: 11:00am, Stutzman Room
	Regular Meeting: 1:30pm, Sam Karas Room

<u>JULY 2018</u>

Wednesday, July 4	Holiday – Independence Day
Friday, July 13	End of Six-Week Session
*Wednesday, July 25	*Regular Board Meeting, Education Center at Marina*
	Closed Session: 11:00am, Room to be determined
	Regular Meeting: 1:30pm, Room to be determined
Friday, July 27	End of Eight-Week Session

* Dates of 2018 Governing Board meetings to be confirmed at December 20 Annual Board Organization Meeting.

Events/details added from previous Calendar are highlighted in bold; updated November 20, 2017.