



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

**REGULAR MEETING
WEDNESDAY, MARCH 28, 2018**

NEW BUSINESS

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. A

Superintendent/President
College Area

Proposal:

That the Governing Board adopts the resolution recognizing Marina High School for providing Early College and Career opportunities to their students, and bestows upon them the Partnership of Education Excellence Award.

Background:

Students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences. Assembly Bill 288 established the “College and Career Pathways Act,” which authorized California Community College districts to enter into partnership agreements with local K-12 districts to expand dual enrollment opportunities for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” [Sec. 2 (a)].

In April 2017, the Governing Board approved the College and Career Access Pathways Dual Enrollment Partnership Agreement between Monterey Peninsula College (MPC) and the Monterey Peninsula Unified School District (MPUSD). Marina High School, which commenced offering MPC courses on its high school campus in Fall 2017, has remained dedicated to working with MPC and MPUSD to define and redefine a high-quality four-year pathway to ensure that all students have an opportunity to complete college-level General Education requirements while in high school. During the upcoming 2018-2019 school year, Marina High School is providing all of its ninth grade, tenth grade, and eleventh grade students the opportunity to take college courses at the high school. The number of college courses available to Marina High School students will continue to increase over the next two years as the High School completes its transition to becoming designated as an Early College High School—one of only 230 such innovative, rigorous, and prestigious schools in the United States.

Budgetary Implications:

None.

RESOLUTION: BE IT RESOLVED, that the Governing Board adopts Resolution # 2017-2018/110 recognizing Marina High School for providing Early College and Career opportunities to their students, and bestows upon them the Partnership of Education Excellence Award.

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

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
RESOLUTION NO. 2017-2018/110**

PARTNERSHIP OF EDUCATION EXCELLENCE

WHEREAS, Marina High School, dared to dream big and reimagine teaching and learning for its scholars in the fall of 2015; and

WHEREAS, Marina High School and the Monterey Peninsula Unified School District engaged with Monterey Peninsula College and other key stakeholders to provide a dynamic, world class education for every scholar beginning in 6th grade at its middle school campus - Los Arboles Middle - through 12th grade at Marina High School; and

WHEREAS, Monterey Peninsula College and the Monterey Peninsula Unified School District entered into a partnership formally signing a College and Career Pathways (CCAP) Memorandum of Understanding during Marina High's 10 year anniversary; and

WHEREAS, thanks to the partnership with Monterey Peninsula College, Marina High School is pursuing an Early College and Career model that is nationally recognized for its rigor and high quality, and scholars have the opportunity to earn up to 60 college credits and possibly an AA (associate of arts) degree or certificate aligned with a career focus while attending Marina High School and simultaneously earning a high school diploma; and

WHEREAS, Early College and Career scholars are 30% more likely to earn an AA degree or other post secondary credential while in high school, and are more likely to graduate high school, and there are 230 Early College and Career high schools in 28 states serving approximately 50,000 students, and Marina High School has the privilege of joining these rigorous and prestigious high schools; and

WHEREAS, students in Early College and Career high schools outperform their peers, and Marina High School scholars have the distinct honor of making learning relevant and engaging by providing real-world applications of interest through a multidisciplinary integrated curriculum; and

WHEREAS, Marina High School scholars are empowered to be more competitive in a global economy that demands innovation and 21st century skills and enhances community partners to offer job shadowing, service learning projects, and internship opportunities; and

WHEREAS, Marina High School offered its first Monterey Peninsula College course on its high school campus in the fall of 2017, and today both education institutions have worked collaboratively to build high quality pathways; and

WHEREAS, Monterey Peninsula College has generously provided support, leadership and resources to ensure an effective partnership with Marina High School and the Monterey Peninsula Unified School District so that scholars can lead successful and productive lives post education:

THEREFORE, BE IT RESOLVED, THAT Monterey Peninsula College recognizes Marina High School and the Monterey Peninsula Unified School District for its bold and innovative initiative to pursue and Early College and Career model in its Marina Learning Community that includes Los Arboles Middle School and Marina High School.

BE IT FURTHER RESOLVED THAT Monterey Peninsula College honors Marina High School with a *Partnership of Education Excellence* award for its innovation and creativity to provide opportunities for all scholars to succeed in the 21st century global economy.

PASSED AND ADOPTED by the Governing Board of the Monterey Community College District on this 28th day of March, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

Marilynn Dunn Gustafson, Chair, Governing Board

Dr. Walter Tribley, Secretary

Charles Brown, Vice Chair, Governing Board

Dr. Margaret-Anne Coppernoll, Trustee

Rick Johnson, Trustee

Dr. Loren Steck, Trustee

Golnoush Pak, Student Trustee

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. B

Fiscal Services
College Area

Proposal:

That the Governing Board review and discuss the 2017-2018 Monthly Financial Report for the period ending, February 28, 2018.

Background:


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

Budgetary Implications:

None.

RESOLUTION: BE IT RESOLVED, that the 2017-2018 Monthly Financial Report for the period ending February 28, 2018, be accepted.

Recommended By:



David L. Martin, Vice President of Administrative Services

Prepared By:



Rosemary Barrios, Controller

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

Monterey Peninsula College
Fiscal Year 2017-2018
Financial and Budgetary Report
February 28, 2018

Enclosed please find attached the Summary of All Funds Report for the month-ending February 28, 2018 for your review and approval.

Operating Fund net revenue through February 28, 2018 is \$36,771,352 which is 68.1% of the operating budget for this fiscal year. Expenditures year-to-date total \$32,357,046 and Encumbrances of \$5,790,736 which together is 70.5% of the operating budget for this fiscal year, for a net difference of -\$1,376,430.

All Funds are showing a positive cash balance.

Unrestricted General Fund

- The 2016-17 Recalculation of state funds received was completed by the state chancellor's office this month. The district will not be receiving an apportionment payment for the months of February and March. The district was overpaid in apportionment received in Fiscal Year 2016-2017. The state will be making the revenue adjustment to the months of February and March. The district did setup a liability for the amount that we were overpaid before the books were closed at June 30, 2017.
- Property taxes received of \$1,065,865.
- Other local revenues received include: enrollment fees, non-resident fees, transcripts, and other local fees totaling: \$494,237.

Expenditures:

Restricted Child Development Fund

- The State Food Program Grant funds of \$10,800 have been received and are reflected in this month's financial statement.

Parking Fund

- The Parking Fund revenue is coming in lower than projected. The expenditures in this fund consist mainly of salary and related benefits for security personnel. A review is being completed to see if there will be sufficient revenue to cover budgeted expenditures for next fiscal year.

Self Insurance Fund

- Self Insurance Fund (SIF) expenses are at 65.2% of budgeted expenditures. We are eight months through the fiscal year and would expect the actual expenditures to be around 66% of budget. We will continue to track this budget closely.

Building Fund

- Budget transfers have been completed this month to increase the expense budgets of the following accounts: furniture and equipment, bond management and infrastructure. This will bring the budget in-line with the expenditures.

Fiduciary Funds

- A review is being completed of the Scholarship and Loan funds to see if the revenue and expense budget will need to be adjusted for the remaining part of this fiscal year.

Cash Balance:

The total cash balance for all funds is \$29,138,093 including bond cash of \$8,899,228 and \$20,238,865 for all other funds. Operating funds cash is \$13,638,927. Cash balance in the General Fund is at \$12,204,771 for the month-ending February 28, 2018.

Monterey Peninsula Community College

Monthly Financial Report

February 28, 2018

Summary of All Funds

<u>Funds</u>	Beginning Fund Balance	Revised Budgets 2017 - 2018		Ending Fund Balance	Year to Date Actual 2017 - 2018			% Actual to Budget		Cash Balance
	<u>07/01/17</u>	<u>Revenue</u>	<u>Expense</u>	<u>6/30/2018</u>	<u>Revenue</u>	<u>Expense</u>	<u>Encumbrances</u>	<u>Rev</u>	<u>Expense/ Enc.</u>	<u>2/28/2018</u>
General - Unrestricted	\$8,097,608	\$40,370,953	\$40,306,913	\$8,161,648	28,916,045	25,262,454	4,562,391	71.6%	74.0%	\$12,204,771
General - Restricted	0	12,181,156	12,181,156	0	6,772,974	6,218,749	1,090,043	55.6%	60.0%	0
Child Dev - Unrestricted	58,055	204,600	204,600	58,055	143,037	87,852	5,841	69.9%	45.8%	257,608
Child Dev - Restricted	0	429,737	429,737	0	443,561	300,196	47,524	103.2%	80.9%	0
Student Center	606,634	241,500	240,225	607,909	162,477	82,578	20,196	67.3%	42.8%	686,497
Parking	561,356	555,000	735,132	381,224	333,258	405,217	64,739	60.0%	63.9%	490,051
Subtotal Operating Funds	\$9,323,653	\$53,982,946	\$54,097,763	\$9,208,836	\$36,771,352	\$32,357,046	\$5,790,736	68.1%	70.5%	\$13,638,927
Self Insurance	2,547,905	7,786,867	7,385,138	2,949,634	4,878,087	4,799,821	16,667	62.6%	65.2%	3,306,096
Worker Comp	118,804	22,100	92,000	48,904	633	21,487	1,375	2.9%	24.8%	97,950
Other Post Employment Benefits	532,556	112,014	530,860	113,710	56,448	530,860	0	50.4%	100.0%	58,144
Capital Project	75,839	646,530	639,190	83,179	620,926	165,809	0	96.0%	25.9%	633,657
Building	9,542,581	120,000	1,138,971	8,523,610	59,248	702,601	209,344	49.4%	80.1%	8,899,228
Revenue Bond	22,751	20,900	20,900	22,751	21,002	20,600	300	100.5%	100.0%	23,153
Debt Service	201,235	2,556	0	203,791	1,279	0	0	50.1%	0.0%	202,514
Associated Student	211,320	80,000	80,000	211,320	47,605	35,979	0	59.5%	45.0%	269,352
Financial Aid	19,146	6,200,000	6,200,000	19,146	4,693,890	4,693,890	0	75.7%	75.7%	311,748
Scholarship & Loans	68,307	3,500,000	3,500,000	68,307	3,177,335	2,746,186	0	90.8%	78.5%	742,288
Trust Funds	348,636	2,135,000	2,135,000	348,636	1,062,354	925,576	0	49.8%	43.4%	930,601
Orr Estate	30,333	25,000	20,000	35,333	16,301	21,999	0	65.2%	110.0%	24,435
Total all Funds	\$23,043,066	\$74,633,913	\$75,839,822	\$21,837,157	\$51,406,459	\$47,021,855	\$6,018,421	68.9%	62.0%	\$29,138,093

Monterey Peninsula Community College District Governing Board Agenda

March 28, 2018

New Business Agenda Item No. C

Administrative Services
College Area

Proposal:

That the Governing Board approve a contract modification in the amount of \$63,608 for TMD Creative for professional services as related to strategic marketing consulting, public relations, media planning and related advertising services through June 30, 2018. This modification will increase the total not to exceed amount to \$247,186 for continued and expanded professional services.


Background:

On June 29, 2017, the Board of Trustees approved a contract extension with TMD Creative for an amount not to exceed \$183,578 for professional marketing and messaging services throughout the 2017-18 fiscal year. As the summer 2018 and fall 2018 semesters approach, TMD will be increasing the marketing services for MPC. The contract modification request will allow MPC to request expanded services from TMD Creative that will include, but is not limited to, brand consulting, public relations assistance, communication guidance, and selecting strategic media advertising outlets. Additionally, the contract modification will allow TMD Creative to continue the professional services related the college's digital marketing campaign and social media communications. TMD Creative works collaboratively with the college's Public Information Officer (PIO) and under the direction of the college President.

Budgetary Implications: The professional services through the independent contract augmentation is based upon \$135 per hour and reimbursable expenses within the scope of the contract, not to exceed an additional contract amount of \$63,607.53.

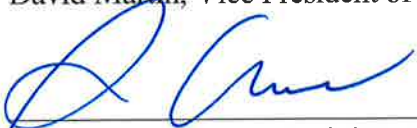
RESOLUTION: BE IT RESOLVED That the Governing Board approve augmenting the independent contract with TMD Creative for professional services as related to strategic marketing consulting, public relations, media planning and related advertising services through June 30, 2018.

Recommended By:



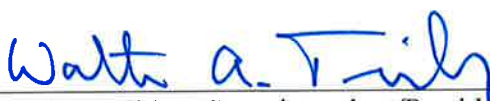
David Martin, Vice President of Administrative Services

Prepared By:



Suzanne Ammons, Administrative Assistant

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. D

Academic Affairs
College Area

Proposal:

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

Background:

The course and program listed below are recommended by the Curriculum Advisory Committee and endorsed by the MPC administration.

Budgetary Implications:

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

RESOLUTION: BE IT RESOLVED, that the following new course and program be approved:


New Course:

ENGL 303 Personalized Reading Instruction

New Program:

Wine Professional Level 1 – Certificate of Training

Recommended By:

 3/14/18

Kiran Kamath, Vice President of Academic Affairs

Prepared By:

 3/14/18

Kim Kingswold, Academic Technician

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

NEW COURSE

ENGL 303, Personalized Reading Instruction

.5 to 1 unit

Total Hours: 25.5 to 51 hours lab/activity TBA

Justification:

This course is designed to assist in student retention and advancement by supporting students wishing to build active reading, critical thinking, testing, and study skills necessary for critical thinking. While the ESSC currently offers ENGL 300 for developing writing skills, it only touches on critical reading and study skills. This course would utilize the strengths of the Reading faculty with intensive study of these areas for students who wish for more than occasional drop-in assistance. Because of its individualized coursework, ENGL 303 would benefit a broad range of students including ESL, basic skills, and CTE programs, including the following:

- Continued reading instruction for ESL students who have completed the ESL sequence and are enrolled in content area courses (advancement)
- Instruction for re-entry students who have completed ENGL requirements previously but want assistance in developing reading/study skills for their content area courses (advancement)
- Test taking support for students preparing for the NCLEX and other professional assessments (advancement)
- Late-semester enrollment of students who have dropped from a basic skills English course but would like to continue with reading instruction until they are able to re-enroll in a course within the English sequence (retention)
- Support for students in content area courses who want to develop study skills and critical reading strategies specific to their coursework (advancement)
- Comprehension skill support for students enrolled in ENGL 351: Phonemic Awareness Likewise, as MPC looks toward an Acceleration model in the English department, this course will aid in filling in gaps left by basic skills courses that are cancelled.

Description:

This course emphasizes critical reading skills and strategies necessary to improve reading comprehension, test taking, and study skills needed for academic and/or vocational preparedness. Faculty work with students to develop an individualized program of study and then meet regularly to monitor progress. All work is completed in the lab.

NEW PROGRAM

Wine Professional Level 1 – Certificate of Training

Justification:

Students completing this certificate will be qualified to take the Level 1 Sommelier exam.

Description:

The Wine Professional Level 1 Certificate is designed to prepare students to work and excel in the wine or restaurant industry. The program provides an overview of the wine industry, including production, tasting, food pairing, and responsible and professional service. In addition, the elements of wine sales and service are covered. This certificate provides an in-depth exploration into the flavors of the world, the importance of geographic location, laws, tradition, and the winemaker influences. Students will taste wines from around the world and learn the techniques of blind tasting to enhance understanding and prepare for industry recognized certifications.

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. E

Student Services
Office

Proposal:

That the Governing Board proclaims the week of April 16th – 20th, 2018 as the “Week of the Young Child.”

Background:

The first nationwide “Week of the Young Child” was held in 1971. Since then, community efforts promoting the wellbeing of children and their needs to the public have increased. Citizens are encouraged to collect information about available services for children and become informed of how public policy at the local, state, and national level influence the lives of young children.

“Week of the Young Child” is a time to recognize that early childhood is where our future begins and to recommit ourselves to ensuring that each and every child experiences the type of early environment at home, at child care, at school and in the community that will promote their early learning.

Budgetary Implications:

None.

RESOLUTION: BE IT RESOLVED, that the Governing Board proclaims the week of April 16th – 20th, 2018 as the “Week of the Young Child.”

Recommended By:



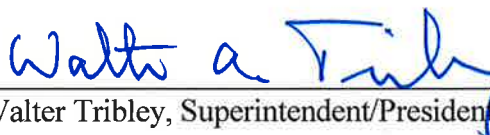
Laurence Walker, Interim Vice President of Student Services

Prepared By:



Laurence Walker, Interim Vice President of Student Services

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. F

Academic Affairs
College Area

Proposal:

That the Governing Board receive an information report summarizing Monterey Peninsula College's submission of the *Guided Pathways Spring 2018-Summer 2019 Work Plan* 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, 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 which was submitted on December 23, 2017. The final deliverable is the College's *Guided Pathways Spring 2018-Summer 2019 Work Plan* which outlines MPC's plan for the first phase of implementing Guided Pathways at the College.

Budgetary Implications:

If accepted, MPC's action plan may result in triggering the first year's allocation of \$175,791 (from a 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 Spring 2018-Summer 2019 Work Plan* to the California Community College Chancellor's Office.

Recommended By:

 3/14/2018

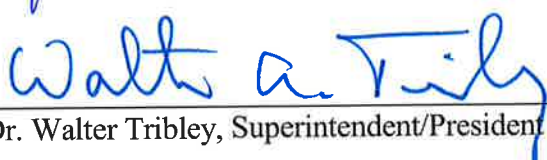
Kiran Kamath, Vice President of Academic Affairs

Prepared By:



Dr. Jon Knolle, Dean of Instruction

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

GUIDED PATHWAYS

at California Community Colleges

Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

09.08.17



GUIDED PATHWAYS

at California Community Colleges

Key Elements of Guided Pathways



09.08.17

GUIDED PATHWAYS SELF-ASSESSMENT TOOL
Self-Assessment Outline

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					

[] = Will include in Spring 2018-Summer 2019 Guided Pathways Work Plan [] = Will include in future phase work plan

College: Monterey Peninsula College
 Timeframe: Spring 2018-Summer 2019,

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<ul style="list-style-type: none"> ● Early Adoption 	<ul style="list-style-type: none"> ● In small groups and as a college, examine "brutal data" to identify patterns related to student outcomes (e.g., course-taking behaviors, time to completion, number of units) and equity gaps / disproportionate impact) ● Establish cross-functional inquiry teams (including broad student perspective) to investigate and interrogate systems and assumptions connected with patterns and gaps ● Seek out external examples to inform inquiry topics and connect with any emerging effective 	<ul style="list-style-type: none"> ● Increased capacity for data and inquiry in the Office of PRIE, including new data dashboards and existing small-group inquiry projects ● Improved integrated planning processes that require examination and inquiry into student achievement data 	<ul style="list-style-type: none"> ● Guided Pathways Action/Vision Statement (emphasizing the student perspective) has been developed through collaborative college-wide discussion ● A minimum of four college-wide inquiry sessions have been held to examine and discuss "brutal data" ● 4-10 smaller cross-functional inquiry groups are established and meeting regularly ● 7-10 student focus groups are held to gather student input 	<ul style="list-style-type: none"> ● Scaling in Progress

		<p>practices (e.g., using Loss Momentum Framework to structure inquiry and understand student experience)</p> <ul style="list-style-type: none"> • Develop an Action/Vision Statement to provide clear structure, focus, and direction for inquiry and guide planning 			
<p>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.</p>	<ul style="list-style-type: none"> • Early Adoption 	<ul style="list-style-type: none"> • Using the principles of the Metric Simplification Initiative as a guide, develop a set of simple and critical metrics (key performance indicators) that allow the college to track performance through an equity lens • Build data awareness and data literacy through a regular and consistent data presentations and trainings (e.g., invited speakers/presenters, presentations by PRIE staff, drop-in trainings, division meetings, and stand-alone training guides) • Use questions emerging from data training sessions to 	<ul style="list-style-type: none"> • Build on Office of PRIE's existing data visualizations • College has already begun aligning metrics (e.g., Scorecard, Institution-set Standards, IEPI Indicators) across key initiatives such as SSSP, BSI, Program Review • College has clearly defined student populations for disaggregation (including those related to the Student Equity metrics, as well as subgroups based on course attributes) 	<ul style="list-style-type: none"> • An annual Key Performance Indicators report that aligns relevant benchmarks across key initiatives is accessible to campus stakeholders • All metrics in the annual KPI report can be disaggregated in order to identify gaps in equitable outcomes for students • Training series established, and at least one data training session focused on the KPI report has been conducted for each division, student services area, and administrative unit 	<ul style="list-style-type: none"> • Scaling in Progress

		inform and direct inquiry groups where possible (see Element 1)			
<p>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.</p>	<ul style="list-style-type: none"> ● Early Adoption 	<ul style="list-style-type: none"> ● Use Guided Pathways framework as the underlying principle for the 2019-2025 Education Master Plan (EMP) ● Align the institutional goals and objectives established in the new EMP with the Guided Pathways framework in order to drive college-wide planning ● Align processes for institutional and program-level planning (e.g., Resource Prioritization & Allocation process, program review, outcomes assessment) with the Guided Pathways framework ● Examine projects in categorical programs (e.g., SSSP, BSI/BSSOT, Student Equity, SWP) that reflect the Guided Pathways principles, in order to identify effective practices that could be scaled up to an institutional 	<ul style="list-style-type: none"> ● MPC is preparing to engage in strategic planning for its 2019-2025 Education Master Plan, and can use the Guided Pathways framework as an organizing principle ● MPC's Resource Prioritization and Allocation process includes a step where each department aligns goals/plans with existing college-wide goals/plans. This structure can be used to ensure alignment as plans related to Guided Pathways development 	<ul style="list-style-type: none"> ● Institutional goals/objectives outlined in the new Education Master Plan reflect clear alignment with the Guided Pathways framework ● Key Performance Indicators (see Element 2) are used to measure progress on the Education Master Plan goals and objectives on a regular basis ● The Education Master Plan includes indication of which groups will be charged with formative evaluation and suggestions for course correction (if needed). ● Key Performance Indicators (see Element 2) are considered during the Annual Program Review Update process (via the Data Review form) and used to inform resource allocation requests. 	<ul style="list-style-type: none"> ● Scaling in Progress

		level (e.g., stackable certificates in the CTE areas).			
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Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Pre-adoption 	<ul style="list-style-type: none"> Expand current Guided Pathways work group to include greater representation of diverse campus constituents -- particularly additional instructional faculty, classified staff, and students. Host all-campus forums to provide Guided Pathways status-updates and receive feedback/input from the campus community. Host a variety of meetings, presentations, and focus groups to share Guided Pathways 	<ul style="list-style-type: none"> Secure time for regular Guided Pathways updates/conversations at existing participatory governance group meetings (i.e. Academic Senate, Curriculum Advisory Committee, and College Advisory Groups (ASAG, AAAG, SSAG, PAG). Leverage existing divisions/department meetings to engage discipline experts in identifying specific needs, concerns, and issues as well as participation in the Guided Pathways planning and implementation process. 	<ul style="list-style-type: none"> Guided Pathways communication plan has been complete and adopted. Opportunities for Guided Pathways updates/reports/input become regular/standing agenda items for all appropriate College participatory governance groups. A minimum of 4-6 meetings have been held with K-12 and university partners to discuss Guided Pathways. 	<ul style="list-style-type: none"> Scaling in Progress

<p>In addition, this plan strategically engages college governance bodies college-wide.</p>		<p>status-updates and receive feedback/input from students.</p> <ul style="list-style-type: none"> • Host a variety of meetings, presentations, and focus groups to share Guided Pathways status-updates and receive feedback/input from K12 and university partners. 	<ul style="list-style-type: none"> • Leverage existing class sessions to hold student focus groups and/or information sessions to gather feedback. Leverage specific classes on campus for targeted student focus groups (held during class time) to receive feedback/input from students. • Leverage existing CTE Industry Advisory Committees to engage industry partners/experts in identifying specific needs, concerns, and issues and participate in the Guided Pathways planning and implementation process. 		
<p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>		<p>Will not address during this time period</p>			

<p>6. Guided Major and Career Exploration - (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.</p>		<p>Will not address during this time period</p>			
<p>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.</p>		<p>Will not address during this time period</p>			
<p>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</p>	<ul style="list-style-type: none"> ● Early Adoption 	<ul style="list-style-type: none"> ● Provide workshops to help the College understand data related to student success, program completion, and related trends. ● Provide workshops on how to map program requirements through the student perspective. ● Host discipline-specific 	<ul style="list-style-type: none"> ● Continue the work of CTE program who have previously begun program mapping. ● Continue to improve College scheduling practices to better support timely program completion. ● Completed PLO assessments, where appropriate, provide data to inform program mapping 	<ul style="list-style-type: none"> ● Programs mapped into 2 year (FT) timelines as well as PT and basic skills where appropriate. ● Program maps published on College Website, distributed to Counseling, Divisions and other 	<ul style="list-style-type: none"> ● Scaling in Progress

<p>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).</p>		<p>“mapping-sessions”/workshops to provide work-time with appropriate support from GP team and counselors.</p> <ul style="list-style-type: none"> ● Provide faculty and counselors with support for mapping course sequences for full-time, part-time, and basic skills students. ● Begin to develop appropriate structures for marketing programs. ● Conduct a review of Class Schedules to ensure that program requirements are offered in an appropriate sequence to support timely program completion. 	<p>and clarification of program requirements.</p>	<p>appropriate units.</p> <ul style="list-style-type: none"> ● College scheduling practices are aligned with program maps to support timely completion. 	
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Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p>		<p>Will not address during this time period</p>			
<p>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</p>					

<p>student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.</p>					
<p>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.</p>		<p>Will not address during this time period</p>			
<p>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,</p>		<p>Will not address during this time period</p>			

employment, and career goals.					
<p>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.</p>		<p>Will not address during this time period</p>			
<p>14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>		<p>Will not address during this time period</p>			

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students	960	To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one	18				
Average number of degree-applicable credits attempted in year one	16				
Full-time students	40%				
Persisted from term one to term two	60%				
College-level course success rate	76%				
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one	10%				
Successfully completed transfer-level English in year one	27%				
Successfully completed both transfer-level English and math in year one	8%				
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term	42%				
Successfully earned 12+ college credits in first term	18%				
Successfully earned 15+ college credits in first term	4%				
Attempted 15+ college credits in first term	9%				

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
\$ 175,701				
Dropdown menu with timeframe choices: Spring 2018-Summer 2019				
Sample Categories	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
Personnel or Release Time				
Project/Program Coordination	50%	\$84,850.50		
Faculty Counselor	33%	\$57,981.33		
Adjunct Faculty Stipend/Hourly	3%	\$5,271.03		
Professional Development				
Workshops/conference attendance	7.5%	\$13,177.58		
Guest Speakers	2.5%	\$4,392.53		
Software				
Other				
Food for workshops and focus groups	2%	\$3,514.02		
Supplies	2%	\$3,514.02		
TOTAL	100%			

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

The inclusion of high school grades into the assessment/placement process:

Both the English and the Math Departments have implemented multiple measures using high school GPA, last course completed, and course grade information. This is applied using the rule sets established by the RP Group in the Multiple Measures Assessment Project (MMAP). Placement results are currently determined using a disjunctive model where students take an assessment exam and the software evaluates and compares their assessment results with their high school data placement. Students are then assigned the highest course placement indicated between these two placement tools.

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

- 1. Additional professional development**
- 2. Evidence-based models and best practices**

Implementing Guided Pathways: Tips and Tools

A growing number of community colleges and four-year universities are seeking to improve student outcomes by redesigning academic programs and student support services following the guided pathways approach. These institutions are mapping out highly structured, educationally coherent program pathways for students to follow by starting with the end in mind—consulting with education providers at the next level and with employers to ensure that the learning outcomes of their programs are clearly aligned with the requirements for success in further education and careers. They are using program maps to assess and improve learning across programs, not just courses. They are also rethinking their new student intake systems to create program on-ramps that help students choose and enter a program of study as quickly as possible. And they are closely monitoring students' progress toward program completion and giving frequent feedback and support to help keep them on track.

While circumstances at any particular college will influence how best to go about the redesign process, it is clear that for guided pathways reforms to succeed, broad-based communication, engagement, and collaboration—both within the institution and with outside partners—are critical. This guide provides some tips and tools that can aid colleges in gaining buy-in from faculty and staff and in planning and embarking on the process of redesigning programs and support services following the guided pathways model.¹

This case study is part three of CCRC's guided pathways practitioner packet. For an overview of research supporting the guided pathways model, see *What We Know About Guided Pathways* (part one). For a description of how one college implemented guided pathways, see *Implementing Guided Pathways at Miami Dade College: A Case Study* (part two).

For guided pathways reforms to succeed, broad-based communication, engagement, and collaboration are critical.

Collaboration Is Key

Collaboration is critical to implementing guided pathways. Faculty and advisors need to work together to map out program pathways, cooperating within and across departments to define sequences of courses that students can take to fulfill program requirements. Once the maps are implemented, they must work together to guide, monitor, and support students as they enter and make progress along program pathways.

Faculty must also collaborate to assess students' mastery of learning outcomes and to improve instruction across programs, not just within individual courses, so that students build skills as they progress through the curriculum. And collaboration is necessary to strengthen teaching—especially in gateway courses that are critical to success in particular programs.

For a reform to succeed, college leaders must therefore offer time and support for faculty and staff collaboration. Professional development at community colleges typically takes the form of information sharing for a wide audience, or skill building for individual faculty members. Colleges can foster collaboration by redirecting some resources from conventional forms of professional development toward training, facilitation, and support for teams of faculty and staff working to create guided pathways.

Starting the Process: Examining Progression and Gaining Buy-In

For guided pathways to be effective, colleges need to know which programs students are in, how far along they are toward completing program requirements, and when they are straying from their plans. To begin the guided pathways redesign process, college leaders should convene a steering team—made up of faculty, student services staff, and administrators from across the college—who will examine the clarity of current pathways and how effectively the college monitors student progress, facilitate discussion of the need for guided pathways among groups of college personnel, and help develop recommendations for a comprehensive plan.

To help the steering team understand current practice, institutional researchers should produce a list of the number of students enrolled in each program in the college using the most detailed program codes available in the college's classification system, and including designations such as undeclared, unclassified (or no program code), developmental education, and any noncredit program designations the college uses. The steering team can then ask how accurately these program designations reflect students' program goals and how far along students are toward program completion. Are there students (e.g., those in liberal arts and sciences, or those seeking entry to nursing and other selective enrollment programs) whose progress is not tracked by any academic department?

Members of the steering team should also work with broader groups of faculty, staff, and deans to examine these issues. The questions in the accompanying table can be used to guide discussion among the steering team and across the institution about how well defined a college's program pathways are, and how well the college tracks students' progress through them.

Colleges need to know which programs students are in, how far along they are toward completing program requirements, and when they are straying from their plans.

KEY QUESTIONS ABOUT STUDENT PATHWAYS

CLARIFYING PATHWAYS TO STUDENT END GOALS

- Are our programs designed to guide and prepare students to enter further education and employment in fields of importance to our region?
- Are further education and employment targets clearly specified for every program?
- How clearly are our programs mapped out? Do students know which courses they should take and in what sequence? Are the courses that are critical for success in each program clearly identified?

HELPING STUDENTS ENTER A PATHWAY

- How do we help new students choose a program of study, particularly the many who do not have clear plans for college and careers?
- How well do we help students succeed in the gateway courses for our main program areas (such as nursing and allied health, business, education and social services, social and behavioral sciences, arts and humanities, STEM, etc.)?
- How do we ensure that students enter a program of study as quickly as possible?
- Do we help students who are unlikely to be accepted into limited-access programs (such as nursing or culinary arts) to find other viable program paths?

KEEPING STUDENTS ON PATH

- How well do we monitor students' program choices and progress toward completing their program's requirements?
- Do students know how far along they are in their programs and what they have left to do to complete them?
- Are we able to identify when students are at risk of deviating from their program plans? How effective are we at intervening to help students get back on track?
- Does the way we schedule courses enable students to take courses when they need them, plan their lives around school from one term to the next, and complete their programs on time?

ENSURING THAT STUDENTS ARE LEARNING

- How well defined are the learning outcomes for each of our programs?
- Are program learning outcomes aligned with the skills and knowledge students need to succeed in the four-year college majors and employment opportunities targeted by each program?
- Are assignments and exams designed to evaluate whether students are building essential skills and mastering learning outcomes across each program?

The Implementation Process

Community colleges and universities that have undertaken reforms following the guided pathways model have found that the process can take four to five years. By this timetable, improvements in indicators of student progression (such as students entering the second year on track to complete their program on time) may not be evident until the end of year 3. When planning a guided pathways reform, it is therefore important to communicate that expected improvements in student outcomes will take time to be realized.

Community colleges and universities that have undertaken reforms following the guided pathways model have found that the process can take four to five years.

TIMELINE FOR PLANNING AND IMPLEMENTATION	
YEAR 1	
Engagement/high-level planning	<ul style="list-style-type: none"> • Make the case for change by drawing on student data and experience • Broadly engage faculty and staff in scrutinizing current practices and planning large-scale reform • Communicate vision and goals for change
YEAR 2	
Laying groundwork for implementation	<ul style="list-style-type: none"> • Create program maps (including plans for exploratory majors) for all programs and fields • Plan redesign of intake system—including integration of supports into program gateway courses • Plan reorganization of advising to support timely program entry and completion • Plan upgrade of student information system to support progress monitoring and enable early alerts • Continue broad communication and engagement • Train advisors and faculty for year 3 implementation
YEAR 3	
Initial scale implementation	<ul style="list-style-type: none"> • Begin large-scale implementation of redesigned pathways, reorganized intake system, program advising system, and student e-advising system • Provide training to support initial implementation • Conduct formative evaluation of initial implementation • Continue broad communication and engagement
YEAR 4	
Improved scale implementation	<ul style="list-style-type: none"> • Refine and expand large-scale implementation • Continue training, communication, and engagement • Continue formative evaluation
YEAR 5	
Continuous improvement	<ul style="list-style-type: none"> • Institutionalize structures and processes for formative evaluation and improvement

Year 1

Year 1 should be devoted to making the case for change to faculty and staff, and then engaging them in the process of reviewing current practices and considering how these practices might be improved to increase student success (see part two of this packet for an example of how this was done at one college). Colleges can generate buy-in for large-scale change by taking a multipronged approach. For instance, the steering team may present longitudinal data from the college showing that many students leave after one or two terms; that students who remain often take courses that do not add up to a coherent program of study; that many students linger, accumulating college credits without graduating; and that among students who transfer, the majority do so without having completed an associate degree.²

Presenting the student perspective can also help persuade faculty and staff that reform is needed. Conducting focus groups with students on their experience choosing a program of study, and engaging faculty and staff in exercises to help them view the complex process of navigating program requirements through students' eyes (see the case study in part two of this packet) can demonstrate the need to create clearer pathways.

The steering team can distribute the questions from the table *Key Questions About Student Pathways*, along with a list of students in their programs, to departmental faculty and staff so they can review their current practices, discuss how these practices may need to change in order to improve student success, and identify who should be involved in discussions about specific improvements in each area. Advisors and other student services staff should also be included in these discussions with faculty.

Year 2

A central task of the second year is engaging faculty from across disciplines in the process of mapping out the college's programs, with the assistance of advisors. Each program map should include six main components:

1. a description of the program, including special admission requirements;
2. a detailed list of job types and transfer programs that the program is designed to prepare students for;
3. a full-program sequence of courses that can serve as a default plan for students who intend to pursue the program and that will help ensure skill-building across the curriculum;
4. critical courses that students must pass to progress in the program;
5. academic and nonacademic milestones throughout the entire program that students are expected to achieve to ensure timely program completion; and
6. information on baccalaureate transfer or other further education opportunities, including specific program and selectivity requirements (which can vary by institution and program), sample program plans at common destination institutions, and information on career opportunities for graduates.

Faculty and advisor teams should work with employers and academic departments at universities to ensure that program learning outcomes are aligned with the requirements for the jobs and further education targeted by each program. The maps should also delineate exploratory majors with a prescribed curriculum designed to help new students explore a broad field of study and decide whether to pursue a major in that field (or switch to another field).

A central task of the second year is engaging faculty from across disciplines in the process of mapping out the college's programs, with the assistance of advisors.

In concert with the development of program maps, advisors and academic departments need to rethink student advising, progress monitoring, and supports so that these services focus on helping students enter and complete their programs in a timely manner. For many students, instead of taking prerequisite remedial coursework focused on college algebra and English composition, foundational skills can be taught in corequisite courses that are integrated with critical program courses.

E-advising systems are critical to enabling the kind of monitoring and support demanded by guided pathways, but they must be understood as tools that are part of a broader reform rather than silver bullets for improving student outcomes.³ Colleges need to carefully consider and plan how to change advising structures and daily practices so that existing advisors can leverage the potential of these technologies to improve student outcomes.

During year 2, colleges should also review committee structures, institutional research activities, program review processes, budgeting practices, policies for employee hiring and performance reviews, and incentive structures for collaborative service to ensure they serve the goal of helping students enter and complete well-designed college programs.

Finally, in year 2 the college can begin to implement extensive training for faculty and staff so that they understand their roles in helping guide students into and through programs and know how to use e-advising, early alerts, and other technology tools to do so more efficiently.

Year 3

In this year, colleges begin large-scale implementation of the program maps and redesigned intake and advising systems. Some colleges have started with a limited number of broad program areas and added more programs over time (see the case study in part two of this packet). But colleges should avoid developing a set of programs and supports that run parallel to their main offerings, since this will discourage full-scale implementation of innovative practices.

Colleges should not expect that the first year of full implementation will be without glitches. Having in place a strong formative evaluation will help colleges learn from what did not go well and ensure that the second round of implementation will be better than the first.

Years 4 and 5

These years are devoted to completing large-scale implementation of the key guided pathways reform measures. During this period, the college should establish processes for reviewing and continuing to improve the effectiveness of guided pathways at the college. College-wide efforts to increase engagement through professional development, training, and broad-based communication should continue in years 4, 5, and beyond.

The Economics of Implementing Guided Pathways

We do not yet have a full accounting of the costs of implementing guided pathways, but we have some sense of the types of costs involved. These costs include faculty and staff training, upgraded computer systems for tracking student progress, and coordination to support systemic changes in organizational practice and culture. Colleges that have implemented guided pathways have also often hired more advisors to help new students choose a program path and to help faculty and academic departments support students who fall off track.

Having in place a strong formative evaluation will help colleges learn from what did not go well and ensure that the second round of implementation will be better than the first.

A CCRC analysis that examined college costs incurred by virtue of having more students progress through college suggests that, to the extent that guided pathways reforms improve student retention, they will likely improve college efficiency by *reducing the cost per student completion*.⁴ At the same time, they will also likely *increase the cost per student enrollment*. This cost increase is due to the fact that as more students persist, more enroll in upper level courses. Advanced courses cost more because they are smaller, are generally taught by full-time faculty, and in some technical fields require expensive equipment. While improving retention will increase revenue, the increase may not cover the increased costs. The estimated revenue shortfall is not large, but CCRC's analysis did not account for the up-front costs of implementing reforms to strengthen student pathways.

To the extent that guided pathways reforms improve student retention, they will likely improve college efficiency by reducing the cost per student completion.

Why Make the Investment?

Given the costs of implementing guided pathways, as well as the difficulties inherent in carrying out such a comprehensive reform, why would college leaders choose to undertake these major changes in college practice? While most college leaders certainly want to increase rates of student success, some who have led guided pathways reforms have also cited the following factors as reasons to pursue guided pathways reforms despite the costs.

Financial Aid Restrictions

Increasing restrictions on financial aid—particularly limits on the number of terms students are eligible for Pell grants and stricter rules regarding satisfactory academic progress—are putting pressure on colleges to help students move through college more quickly and to intervene more aggressively to help students at risk of dropping out.

Performance Funding

The adoption of performance funding in many states, and the consideration of it in others, reflects the growing desire of policymakers to see colleges improve outcomes. Reforms to discrete programs have not led to significant improvements in institutional performance. Guided pathways reforms are comprehensive and thus more likely to lead to the sought-for improvements in completion rates.

Need for Improved Student Recruitment and Retention

In the past, community colleges have been able to attract students because of their low cost and accessibility. But today, they have more competition from other institutions (including for-profit colleges), and they are under greater scrutiny by students who are assessing the costs and labor market benefits of attending college. Increasingly, to attract and retain students, colleges will have to offer programs that enable students to earn credentials of value in a timely fashion. The guided pathways approach is designed to help colleges redesign their programs and support services so that more students complete credentials on time and are well prepared to achieve their goals for further education and job advancement.

Conclusion

A growing number of colleges and universities are redesigning academic programs and support services to create more clearly structured and educationally coherent program pathways. These institutions are working to ensure that program learning outcomes are aligned with the requirements for success in further education and careers. As more institutions engage faculty and staff in this redesign process, we will be able to build on the lessons learned from early adopters about how to implement such reforms in ways that are cost-effective and that lead to improved learning and success for students.

Endnotes

1. Many of the ideas presented in this guide are explored in more depth in Bailey, Jaggars, & Jenkins (2015).
2. For a guide to conducting such analyses, see Clery, Bor, Jenkins, & Cho (2014).
3. Karp & Fletcher (2014).
4. Belfield, Crosta, & Jenkins (2014).

Sources

Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Cambridge, MA: Harvard University Press.

Belfield, C., Crosta, P., & Jenkins, D. (2014). Can community colleges afford to improve completion? Measuring the cost and efficiency consequences of reform. *Educational Evaluation and Policy Analysis*, 36(3), 327–345.

Clery, S., Bor, E., Jenkins, D., & Cho, S. W. (2014). *Pathways analyses toolkit*. Retrieved from <http://completionbydesign.org/our-approach/step-3-diagnose-the-issues/pathway-analyses-toolkit>

Karp, M. M., & Fletcher, J. (2014). *Evaluating your college's readiness for technology adoption*. New York, NY: Columbia University, Teachers College, Community College Research Center.

This guide was prepared by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins. Funding was provided by the Bill & Melinda Gates Foundation.

Suggested citation: Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Implementing guided pathways: Tips and tools*. New York, NY: Columbia University, Teachers College, Community College Research Center.

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. G

Human Resources
College Area

Proposal:

That the Governing Board approves the Memorandum of Understanding (MOU) of January 23, 2018 entitled, "Revised Timelines for Article V: Reclassification and Article VI: Professional and Staff Development" and the Amendment to the MOU dated March 8, 2018 entitled, "Revised Timelines for Article V: Reclassification" 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 revise the timelines for the Educational Incentive/Professional Development programs and for the Reclassification Process for the 2017-2018 year. The revisions were required to implement the new contract language that was approved by the Governing Board at its regular meeting in December 2017. The successor contract was effective July 1, 2017.

The MOU was ratified by MPCEA on March 20, 2018 with a vote of 37 in favor and 0 opposed.

Budgetary Implications:

No budget implications.



RESOLUTION: BE IT RESOLVED, that the Governing Board approves the MOU of January 23, 2018 entitled, "Revised Timelines for Article V: Reclassification and Article VI: Professional and Staff Development" and the Amendment to the MOU dated March 8, 2018 entitled, "Revised Timelines for Article V: Reclassification" between MPCEA #245 and the District.

Recommended By: _____

Laurence Walker

Laurence Walker, Interim Vice President of Student Services

Prepared By: _____

Susan Kitagawa

Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval: _____

Walter Tribley

Dr. Walter Tribley, Superintendent/President

**Monterey Peninsula Community College District
And
California School Employees Association Chapter # 245
Memorandum of Understanding
January 23, 2018
Revised Timelines for Article V: Reclassification
and Article VI: Professional and Staff Development**

Monterey Peninsula Community College District and the California School Employees Association Chapter # 245 (the Parties) have negotiated and agreed to the following.

Whereas, the Parties ratified and approved a successor contract in December 2017, effective July 1, 2017 through June 30, 2020;

And whereas, the Parties are unable to adhere to the timelines agreed to in Article V Reclassification and Article VI Professional and Staff Development for the 2017-2018 implementation year;

Therefore, the Parties agree to the following revised timelines for the 2017-2018 implementation year which provide for an expedited and thorough process that allows sufficient time for employees to complete the required forms.

Reclassification

- February 7th: Completed reclassification forms received by HR
- February 7th – February 22nd: Committee reviews all completed requests and determines requests to be reviewed. HR informs employees and forwards requests to supervisors for review and comment.
- February 22nd– March 8th: Review by supervisor completed and forwarded to 1st level administrator.
- March 8th-15th: Review by 1st level administrator completed and forwarded to VP
- March 15th-22nd: Review by VP completed and forwarded to HR.
- March 22th: Completed reclassification requests due in HR.
- March 23rd: Committee begins meeting to consider requests.

Due to the delayed start of the reclassification process, the parties agree to provide sufficient time for the committee to complete its review and for employees to appeal committee recommendations. Approval of final recommendations to the Governing Board will most likely occur after July 1, 2018. However, any recommendations resulting in changes in range on the Classified Salary Schedule shall be retroactively effective to July 1, 2018.

EI and Professional Development Timeline

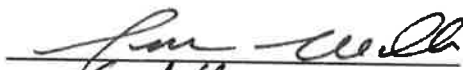



- March 2nd: All completed EI and Professional Development applications due in HR
- February 12th: Applications requesting release time due to supervisors
- February 12th- February 23rd: Supervisors review and approval of request for release time completed and application forwarded to VP

- February 23rd-March 2nd: Applications and request for release time completed by VP and forwarded to HR
- Approved release time effective the week of March 5th


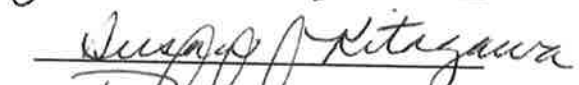


As noted in the instructions, only those applications requesting release time have to be reviewed by the supervisors. Applications not requesting release time can be routed directly to HR.

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 January 2018.

For CSEA Chapter #245



 1-29-18


For Monterey Peninsula Community College District

**Monterey Peninsula Community College District
And
California School Employees Association Chapter # 245
Amendment to
Memorandum of Understanding
March 8, 2018
Revised Timelines for Article V: Reclassification**

Monterey Peninsula Community College District and the California School Employees Association Chapter # 245 (the Parties) have negotiated and agreed to the following amendment for the timeline for Reclassification.

Reclassification

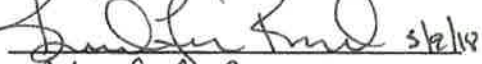
- April 11th: Completed reclassification forms received by HR.
- April 12th – April 20th: Committee reviews all completed requests and determines requests to be reviewed. HR informs employees and forwards requests to supervisors for review and comment.
- April 20-May 1st: Review by supervisor completed and forwarded to 1st level administrator.
- May 2nd - May 14th: Review by 1st level administrator completed and forwarded to VP.
- May 15th - May 21st: Review by VP completed and forwarded to HR.
- May 22nd: Committee begins to meet to review requests.


Due to the delayed start of the reclassification process, the parties agree to provide sufficient time for the committee to complete its review and for employees to appeal committee recommendations. Approval of final recommendations to the Governing Board will most likely occur after July 1, 2018. However, any recommendations resulting in changes in range on the Classified Salary Schedule shall be retroactively effective to July 1, 2018.


This Memorandum of Understanding shall not be precedent setting nor constitute a past practice. The Parties agree to the terms of this Amendment on the 8th day of March 2018.

For CSEA Chapter #245

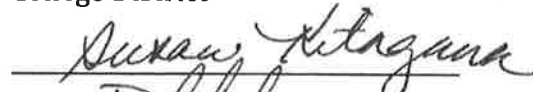


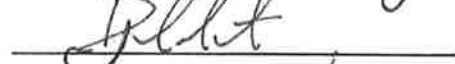







For Monterey Peninsula Community
College District







Monterey Peninsula Community College District

Governing Board Agenda

March 28 2018

New Business Agenda Item No. H

Human Resources

College Area

Proposal:

That the Governing Board approve the job description for the position of Associate Dean of Human Resources.

Background:

The position of Associate Dean of Human Resources was previously reviewed in 2013. This job description has been developed to capture the current job duties and responsibilities. The Governing Board approved the recruitment for the position at their November 2017 meeting.

Budgetary Implications:

There is no proposed change to the placement of the position on the Administrative Salary Schedule. The replacement position has been included in the 2017-2018 budget. Dependent upon initial placement, the annual cost of the position, including all payroll and health benefits, is estimated to be between \$164,004 (Step A) and \$184,291 (Step E).

RESOLUTION: BE IT RESOLVED, that the Governing Board approve the job description for the position of Associate Dean of Human Resources.

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

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

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

MONTEREY PENINSULA COLLEGE
ASSOCIATE DEAN OF HUMAN RESOURCES

JOB SUMMARY

The Associate Dean of Human Resources is the Senior Administrator of the Office of Human Resources and reports directly to the Superintendent/President. The Associate Dean plans, organizes, coordinates, directs, and evaluates the District's comprehensive human resources management and employee relations programs and services for all employees in accordance with federal, state and regional laws, regulations, policies and procedures. The Associate Dean is the designated Equal Employment Officer, Title IX Coordinator, and serves as a member of the President's Cabinet. This position is designated as a Classified Administrator.

EXAMPLES OF FUNCTIONS

Essential Functions

1. Plan, oversee, and direct the operations of the Office of Human Resources to provide a wide range of human resources services and practices in compliance with Federal, State, and regional laws, regulations, policies and procedures. Evaluate, recommend, and update policies, procedures, and practices to provide efficient and customer oriented services.
2. Serve as a member of President's Cabinet and collaborate with administrators to consult and provide expertise in a wide range of human resources related matters to effectively support the mission of the college.
3. Provide information and technical expertise to all employees and the public concerning human resources operations and practices, including labor and employee relations, evaluations, recruitment and hiring, classification systems, benefits, compensation, laws and regulations.
4. Serve as the District's Equal Employment Opportunity (EEO) Officer and Title IX Coordinator. Investigate or administer the investigations of complaints alleging unlawful discrimination for employees, students, and job applicants based on federal, state, and regional laws and regulations. Oversee the resolution of complaints and refer findings for consideration for student and/or employee discipline, as appropriate.
5. Plan and coordinate the recruitment and selection of all District employees according to established policies and procedures. Develop, monitor, and evaluate practices to ensure EEO and diversity in the appointment, promotion, transfer, reassignment, retention, and termination of all employees assuring the fair and consistent interpretation and application of policies and procedures. Develop and oversee the employee onboarding program.
6. Plan, advise, and chair the meetings of the EEO Advisory Committee consisting of employees, community members, and student representatives; promote and implement the EEO Plan and related board policies and procedures. Consult with and seek the input from committee members regarding a wide range of human resources and diversity practices and programs. Direct the compilation and analysis of recruitment and

selection data to prepare reports. Oversee and monitor the EEO budget and reporting according to regulations.

7. Develop and maintain a comprehensive classification plan for positions in the District; direct or conduct studies related to compensation, benefits, and classification of positions; update job descriptions and make recommendations for new positions.
8. Lead collective bargaining negotiations with employee organizations as a member of the District's team; prepare Memorandums of Understanding and labor agreements; facilitate the distribution of such documents; interpret and administer the collective bargaining agreements; mediate and facilitate the resolution of complaints and grievances; respond to and address employee and labor relations issues, concerns, and interests; develop and promote practices to maintain positive employee relations.
9. Direct the administration of the employee health and welfare benefits and worker's compensation programs. Oversee the administration of the Americans with Disabilities Act (ADA) for employees and applicants, including facilitating accommodations for job applicants and employees. Administer federal and state laws associated with employee benefits and leaves.
10. Oversee the performance and evaluation of all employees; coordinate the dissemination and completion of evaluations; ensure compliance with laws, policies and procedures.
11. Provide training and professional development to employees and administrators on a one-to-one, small group, and large group basis. Assist supervisors, managers, and administrators to develop the competencies required to effectively perform supervision, management, and leadership responsibilities. Oversee the coordination of mandatory trainings for employees.
12. Develop and oversee the annual budget for the Office of Human Resources. Review, analyze, and make recommendations on budget and financial data; monitor and authorize expenditures ensuring that documentation is in accordance with purchasing policies and procedures.
13. Provide consultation to supervisors regarding employee conflict and resolution. Assess performance issues and recommend appropriate actions and responses. Administer the progressive discipline process including reprimands, suspensions, demotions, and dismissals according to laws, policies, procedures, and the collective bargaining agreements.
14. Coordinate and oversee employee data collection, management, and mandatory reporting. Analyze data to assess the effectiveness of practices and operations and in planning future initiatives. Oversee the maintenance of employee records and ensure the confidentiality of sensitive and private information.
15. Select, supervise, assign, train, evaluate, and counsel the performance of direct subordinates; provide professional development opportunities. Develop and foster a positive and respectful team environment to provide high levels of customer service and to support student success and the mission of the college.

16. Oversee and prepare items for the Governing Board meetings for information and approval. Provide technical expertise, information and assistance to the Superintendent/President at meetings. Prepare written and oral reports and presentations. Participate and attend college and regional meetings.
17. Maintain knowledge of current ideas, trends, laws, regulations, guidelines, and practices pertaining to the areas of responsibility through continued study and participation in professional organizations. Seek and participate in professional development activities.

Other Duties:

18. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Education & Experience

Master's degree from an accredited institution in human resources management, organizational development, public administration, business administration or related field. Three (3) years of recent and successful experience in human resources, including recruitment, classification, human resources information systems, and/or employee and labor relations. One (1) year of supervisory or lead experience in human resources. In lieu of a Master's degree, a Bachelor's degree in a field listed above and additional years of experience in human resources and/or supervisory/lead experience may be considered.

Demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students and employees.

Licenses and other Requirements

Possession of, or ability to obtain prior to employment, a valid California driver's license and must have an acceptable driving record and current vehicle insurance meeting State of California requirements.

Desirable: Senior Professional in Human Resources (SPHR) or Professional in Human Resources (PRH) certification or other related professional human resources certification.

Knowledge:

Knowledge of: Current trends, practices, techniques, and methods of human resources administration in the public sector including recruitment, classification, compensation and benefits, evaluation, and information systems; labor and employee relations including principles and practices of interest based and collective bargaining; applicable state and federal laws and regulations including California Education Code and Code of Regulations, civil rights, EEO, Title IX, ADA, and collective bargaining; methods of management, supervision, evaluation, and training; budget preparation and expenditure control; record keeping, data collection, and report preparation methods to ensure information is accurately secured, reported, and presented in a timely manner; current computer operating systems, software applications, applicant tracking systems; and human resources information systems; methods and practices of investigations and report writing; principles of leadership, team building, motivation, mediation and conflict resolution; participatory governance and collective decision making; the diverse backgrounds of community college students and employees; and the mission, goals, and vision of California community colleges.

Abilities

Ability to: Develop, evaluate, and recommend policies and procedures in support of an effective human resources administration and the mission of the college; analyze problems, identify alternative solutions, project consequences of proposed action and implement recommendations in support of objective; prioritize and direct work to meet deadlines; communicate clearly, concisely and effectively, both orally and in writing with diverse

constituencies; develop and maintain effective working relationships with college administrators, faculty, staff, students, and community members; collect and analyze data to prepare comprehensive, concise reports and recommendations; oversee and recommend budget preparation and expenditures; prepare and make effective presentations; demonstrate possession of strong organizational and leadership skills; learn applicable federal and state laws, regulations, policies, and procedures; exercise tact, diplomacy and confidentiality when interacting with sensitive and complex issues, situations, and records; encourage professional excellence among the staff and promote an organizational culture of service and innovation; select, train, supervise, and evaluate the performance of assigned personnel; operate computers and their peripherals; operate a variety of office equipment including a computer; utilize word processing, spreadsheets, email, online calendaring and data entry and retrieval from database programs; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability, and gender diversity of students and employees attending and working on a community college campus.

PHYSICAL EFFORT/WORK ENVIRONMENT

Office environment and constant interruptions, extended periods of sitting with occasional standing and walking; bend at the waist, push, pull and periodic handling of lightweight parcels up to 15 pounds. Requires some evening and weekend responsibilities.

Date of Board Approval:

Monterey Peninsula Community College District
Governing Board Agenda

March 28, 2018

New Business Agenda Item No. I

Superintendent/President

Office

Proposal:

That the Governing Board considers and selects up to five (5) candidates to serve on the California Community College Trustees (CCCT) Board.

Background:

The District received communication, dated February 27, 2018, from the Community College League of California regarding the CCCT Board of Directors election for 2018. A copy of the communication, the official ballot, the list of candidates, and candidates' biographic sketches and statements are attached.

The CCCT Board serves a major role within the Community College League of California. The twenty-one member board provides leadership and direction to ensure a strong voice for locally elected governing board members. The CCCT Board meets twice a year with the Board of Governors of the California Community Colleges.

This year, five (5) seats on the CCCT Board are up for reelection. Each member community college district board shall have one vote for each of the five seats on the CCCT Board. Only one vote may be cast for any nominee or write-in candidate. The five candidates who receive the most votes will serve a three-year term.

The election of members of the CCCT Board will take place between March 10 and April 25, 2018. The College's ballot must be returned to the CCCT Elections Committee at the League office postmarked no later than April 25, 2018. Results will be announced at the CCLC Annual Conference, May 3-6, 2018 in Valencia.

Budgetary Implications:

None.

RESOLUTION: BE IT RESOLVED, that the Governing Board nominate the following person(s) to serve on the California Community College Trustees (CCCT) Board:

and _____.

Recommended By:

Walter A. Tribley
Dr. Walter A. Tribley, Superintendent/President

Prepared By:

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

Agenda Approval:

Walter A. Tribley
Dr. Walter A. Tribley, Superintendent/President



COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

DATE: February 27, 2018

TO: California Community College Trustees
California Community College District Chancellors/Superintendents

FROM: Agnes Lupa, Member Resources Associate

SUBJECT: CCCT BOARD ELECTION — 2018

Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are five (5) seats up for re-election on the board, with three incumbents running and two vacancies due to the three-term limit.

Each community college district governing board shall have one vote for each of the five seats on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The five candidates who receive the most votes will serve a three-year term.

The seven trustees who have been nominated for election to the board are listed on the enclosed sheet in the Secretary of State's random drawing order of February 9, 2018. This mailing includes the one official ballot to which each community college district is entitled, candidate statements, and biographical sketches of each candidate. Candidates' statements and bios will also be available on the League's website (www.ccleague.org).

Please remember that:

- 1) ballots must be signed by the board secretary and board president or vice-president and include the name of your district; and*
- 2) ballot return envelopes must have no identifying information or signatures.*

Although it is not required, **you may want to send your ballots via certified mail as we will not have the ability to confirm receipt.**

Official ballots must be signed and returned to the CCCT Elections Committee, League office, with a **postmark dated no later than April 25**. A self-addressed return envelope is enclosed for your convenience. Faxed or emailed ballots will **not** be accepted. The ballots will be opened and counted by three tellers appointed by the CCCT board president with the results announced at the CCCT Annual Conference, May 3-6 in Valencia.

If you have any questions on the CCCT board election, please contact Agnes Lupa at the League office at (916) 444-8641.

Attachments:

- List of Candidates
- CHANCELLORS/SUPERINTENDENTS (GOVERNING BOARD OFFICES) ONLY:
 - Official Ballot and Return Envelope
 - Candidates' Biographic Sketches and Statements

CCCT 2018 BOARD OFFICIAL BALLOT

Vote for no more than five (5) by checking the boxes next to the names.

NOMINATED CANDIDATES

List order based on Secretary of State's February 9, 2018 random drawing.

- *Ann Ransford, Glendale CCD
- Eric Payne, State Center CCD
- Greg Pensa, Allan Hancock CCD
- Greg Bonaccorsi, Ohlone CCD
- *Brent Hastey, Yuba CCD
- *Don Edgar, Sonoma County CCD
- Suzanne Woods, Palo Verde CCD

* Incumbent

WRITE-IN CANDIDATES

Type each qualified trustee's name and district on the lines provided below.

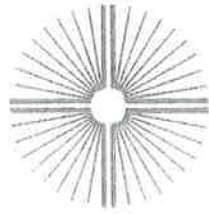
Board Secretary and Board President or Board Vice President must sign below:

This ballot reflects the action of the board of trustees cast in accordance with local board policy.

District: _____

Secretary of the Board

President or Vice President of the Board



2018 CCCT BOARD ELECTION
CANDIDATES LISTED IN SECRETARY OF STATE'S
RANDOM DRAWING ORDER OF FEBRUARY 9, 2018

1. *Ann Ransford, Glendale CCD
2. Eric Payne, State Center CCD
3. Greg Pensa, Allan Hancock CCD
4. Greg Bonaccorsi, Ohlone CCD
5. *Brent Hastey, Yuba CCD
6. *Don Edgar, Sonoma County CCD
7. Suzanne Woods, Palo Verde CCD

* Incumbent



CCCT BOARD
NOMINATION FORM
2018

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Glendale Community
College District nominates Ms. Ann H. Ransford to be a
candidate for the CCCT Board.

This nominee is a member of the Glendale Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

CCCT BOARD BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Ann Ransford	DATE: January 15, 2018
ADDRESS: 1846 Caminito del Cielo	CITY & ZIP CODE: Glendale, CA 91208
PHONE: 818-549-9182 (home)	EMAIL: annransford@mac.com

EDUCATION

EDUCATION
CERTIFICATES/DEGREES: BS San Jose State, MA Pacific Oaks (Pasadena)

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Retired Glendale Community College, Director of Communications, Marketing and Foundation
OTHER:

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Glendale Community College District
YEARS OF SERVICE ON LOCAL BOARD: Nine (9) years
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: President, Vice President, Clerk

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

<p>President, President-elect, Vice-President and 5-year member of CCCT Board. Member FCMAT Board, Member Guided Pathways Advisory Group, Member Chancellor's Consultation Council, Presenter League Conventions.</p>

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Annually attend the ACCT Congress and Legislative Conference and serve as the GCC Board representative to ACCT.

CIVIC AND COMMUNITY ACTIVITIES

I served a 6-year term, including chair on the City of Glendale Parks, Recreation & Community Services Commission; and have been a member of the executive boards of the YWCA, YMCA, Chamber of Commerce, Rotary, Committee on Aging, Temple Sinai, Rose Float Association, Campbell Center, Career Encores and Life Services.

OTHER

Selected for inclusion as a trustee to serve on an ACCJC accreditation team.

I would very much like to continue my service and participation on the CCCT Board of the League.

I respectfully ask for your vote. Thank you.



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2018** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Ann Ransford

DATE: February 12, 2018

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

CCCT and the League need to stay focused the next two years on implementation of Guided Pathways and Strong Workforce programs, development of a new funding formula, expansion of on-line education, seeking additional resources for the College Promise program, and most important – closing the achievement gap and increasing student success.

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

As a community college educator, administrator, board member, and CCCT and League board member and leader, I have learned to ask key questions, identify solutions, and make sound policy decisions. There are differences among our 72 districts and I have a record of bringing people together for the common good.

CCCT BOARD
NOMINATION FORM
2018

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the State Center _____ Community College District
nominates Eric Payne _____ to be a candidate for the CCCT Board.

This nominee is a member of the State Center _____ Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

**CCCT BOARD
BIOGRAPHIC SKETCH FORM**

Must be returned to the League office postmarked no later than February 15, 2018, along with the nominating form and statement of candidacy. Faxed and/or electronically mailed material will not be accepted.

PERSONAL

NAME: Eric Payne	DATE: 2-15-18
ADDRESS: 2457 S. Lily	CITY & ZIP CODE: Fresno 93706
PHONE: 559-666-7644	EMAIL: eric.paynecmc@gmail.com

EDUCATION

CERTIFICATES/DEGREES: B.S. and M.S. in biology (microbiology)

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Managing Partner, Toure Environmental Engineering

OTHER:

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: State Center Community College District

YEARS OF SERVICE ON LOCAL BOARD: Five years

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Board Secretary
Legislative Committee

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

CCLC Advisory Committee on Educational Services
CCLC African American Caucus President
Excellence in Trusteeship Program Graduate (CCLC)
ACCJC Accreditation Basics On-line Certificate

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

ACCT Nominations Committee
ACCT Public Policy Committee
Presenter "Millennials Leading the Charge for Change" (ACCT in 2015)

CIVIC AND COMMUNITY ACTIVITIES

Fresno Rotary
Fresno County Trustee Association
Fresno Chamber of Commerce Education and Business Committee
Central Valley Cultural Arts Coalition

OTHER

Founder, The Central Valley Urban Institute

The logo for the CCCT Board is a circular emblem with a sunburst or starburst pattern radiating from the center. The words "CCCT BOARD" are written in a circular path around the perimeter of the emblem.

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than February 15, 2018 along with the nomination form and biographic sketch form. Faxed and/or electronically mailed material will not be accepted.

CANDIDATE'S NAME:

Eric Payne

DATE:

2-15-18

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

The major issues that I believe need to be addressed include:

- On-line community college education
- Capital improvement and bond funding
- Student equity and student success
- College affordability (College Promise)

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

I was elected to the State Center Community College District Board in 2012 and 2016. Serving our students continues to be a great honor. As elected trustees, we must focus on expanding opportunity and access for students. Strengthening our business education partnerships will create a better prepared 21st century workforce.


CCCT BOARD
NOMINATION FORM
2018

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Community College District nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office postmarked no later than February 15, 2018, along with the nomination form and statement of candidacy: **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Gregory A. Pensa Date: February 8, 2018
 Address: 69 Ironwood Way
 City: Solvang, CA Zip: 93463
 Phone: 805-455-1751 (home) _____ (office) _____
 E-Mail: gpensa@hancockcollege.edu

EDUCATION

Certificates/Degrees: A.A. Allan Hancock College, B.A. San Diego State University

PROFESSIONAL EXPERIENCE

Present Occupation: Retired

 Other: Petroleum Marketing and Asset Development Director.

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Allan Hancock College
 Years of Service on Local Board: 8
 Offices and Committee Memberships Held on Local Board: _____
Two years Board Vice President and three years Board President.

 State Activities (*CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc*) _____

National Activities (*ACCT and other organizations, boards, committees, etc.*): Attended last three ACCT conferences as voting board member.

Help lead seminar with other colleges on the "Six Student Success Factors".

CIVIC AND COMMUNITY ACTIVITIES

Education related;

Excellence in Trusteeship

Solvang School Board Trustee 10 years, passed Mello Roos bond, built 6 classrooms & gym.

Santa Ynez High School, coached JV baseball.

Allan Hancock College Foundation board 9 years, helped pass \$180 million dollar bond.

Santa Barbara County School Boards Association, president elect 2017-18

Education Volunteer of the Year" 2004

OTHER

President-Election 2019, Santa Ynez Valley Rotary

"Man of the Year" The Valley Foundation 2013

Indigenous Development Coordinators-Founding Board member & Treasurer NGO in Philippines.

Valley Haven-Senior Day Care Center-Founding Board member.

Friendship House-Alzheimer's & Dementia Care-current President

Rotarian since 1980, Past President and multiple Paul Harris Award recipient.

Thru Rotary, delivered medical supplies to El Salvador & Philippines.

Buellton Business Men's Association, Past President

Pony League baseball, past president and coach.

CCCT BOARD STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than February 15, 2018 along with the nomination form and biographic sketch form. Faxed and/or electronically mailed material will not be accepted.

CANDIDATE'S NAME: Greg Pensa DATE: February 8, 2018

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

Affordability and access. Access and affordability through Promise programs will lead to
ensuring students can attend college. Access means getting students not only to an AA,
but also to a bachelor's degree. Expanding the community college baccalaureate should
be a key part of building an educated workforce in California.

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

My time as an elected trustee and school board member showed me how we, as policy
makers, are able to impact our communities. I have earned the Excellence in Trusteeship
designation, a process that has exposed me to the policy initiatives that will expand
access and affordability.

**CCCT BOARD
NOMINATION FORM
2018**

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
**CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811**

The governing board of the Community College District
nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office postmarked no later than February 15, 2018, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Greg Bonaccorsi	DATE: February 9, 2018
ADDRESS: P.O. Box 489	CITY & ZIP CODE: Fremont, 94537
PHONE: (510) 813-4161	EMAIL: greg4ohlone@yahoo.com

EDUCATION

EDUCATION
CERTIFICATES/DEGREES: BA in Biology with a Minor in Mathematics (1986) - Humboldt State University

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: 7th/8th Grade Science Teacher - Fremont Unified School District
OTHER: California Teachers Association Board of Directors, National Education Association Board of Directors, IISME Fellow

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Ohlone Community College District
YEARS OF SERVICE ON LOCAL BOARD: 10 years (2008 - Present)
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Chair, Ohlone CCD Board of Trustees (2014-2015, 2018 - Present) Vice-Chair, Ohlone CCD Board of Trustees (2013-2014, 2016-2017) Member, Ohlone CCD Foundation Board (2013-2015, 2016-Present) Past Member, Ohlone CCD Audit Committee Past Member, Ohlone CCD Policy Sub-Committee Board Representative, Alameda County School Boards Association (2008-Present)

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

Elected Director, California Teachers Association (CTA) Board of Directors
CTA Governance Documents Committee
CTA Policy and Organizational De
Legislative Contact to State Senator Weichowski

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Elected Past Director, National Education Association (NEA) Board of Directors
Legislative Contact to Rep. Eric Swalwell

CIVIC AND COMMUNITY ACTIVITIES

Past Member, Fremont Unified School District Financial Advisory Committee
Past Member, Fremont Youth Symphony Board of Directors
Member, League of Women Voters for Fremont, Newark, and Union City
Member (On Leave), Ohlone Wind Orchestra
Member, Tri-Cities Democratic Forum
Member, Alameda County Central Labor Council

OTHER

Who's Who Among America's Teachers (1995)
Member, The Honor Society of Phi Delta Kappa
Member, The Honor Society of Phi Kappa Phi



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than February 15, 2018 along with the nomination form and biographic sketch form. Faxed and/or electronically mailed material will not be accepted.

CANDIDATE'S NAME:

Greg Bonaccorsi

DATE:

February 9, 2018

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

It is my position that the League must continue to be a strong advocate for and coordinate its actions with other allied agencies for publicly funded California Community Colleges so that these institutions of higher education can continue to meet the demands of our ever-increasing and diverse student population.

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

My background as a public school teacher and a life-long public education advocate have prepared me well by providing the context and the connections needed to focus on meeting student needs through the goals of the CCCT Board of the League. Now is the time for action.

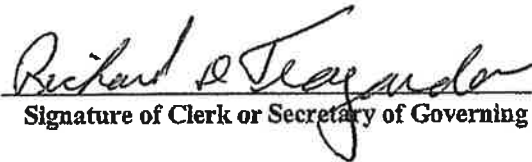
CCCT BOARD NOMINATION FORM 2018

Must be returned to the League office postmarked no later than February 15, 2018, along with the statement of candidacy and biographic sketch form. Faxed and/or electronically mailed material will not be accepted.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Yuba _____ Community
College District nominates Brent Hastey _____ to be a
candidate for the CCCT Board.

This nominee is a member of the Yuba _____ Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

CCCT BOARD BIOGRAPHIC SKETCH FORM

Must be returned to the League office postmarked no later than February 15, 2018, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Brent Haste Date: _____
Address: 3024 Plumas-Arbo
City: Olivehurst Zip: 95961
Phone: 530-741-3223 530-400-1992
(home) (office)
E-Mail: bhaste@gmail.com

EDUCATION

Certificates/Degrees: AA Yuba College
BS Golden Gate University

PROFESSIONAL EXPERIENCE

Present Occupation: Owner of Plumas Lake Self Storage
President, Association of California Water Agencies; Chairman of the Board of the Yuba County Water Agency.
Other: Adjunct Instructor for Central Texas College

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Yuba Community College District
Years of Service on Local Board: 10 years
Offices and Committee Memberships Held on Local Board: Board President 2012 & 2013; Board Vice President, 2011;
Clerk of the Board 2010; Governing Board's Policy and Finance Committee 2013 & 2014;
Board's Audit Committee 2015; Board's Facilities Committee 2016, & 2017

State Activities (*CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc*) Workshop Presenter with YCCD Chancellor Douglas Houston at: (1) 2013 CCLC Trustee Conference Presentation: New Trustee Orientation; (2) 2013 Rural Community College Alliance Presentation: A Rural Community College Collaborate; (3) 2014 CCLC Annual Convention Presenter: Trustee Roles in the Accreditation Process; (4) 2014 ACCJC Cerritos College Accreditation Team; (5) Board Training Sessions for Pasadena City College and El Camino CCG; Member of IEPI Advisory Committee; Current Board Member of CCCT

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

CIVIC AND COMMUNITY ACTIVITIES

(1) Director of Yuba County Water Agency; (2) Bank of Feather River Director _____

(3) Public Member of the Yuba County Local Agency Formation Commission (LAFCO) _____

(4) Yuba Feather Rivers Rotary Club, Past President; (5) Yuba County Board of Supervisors 1993-2001 _____

(6) Sacramento Area Council of Governments, Past Chairperson; (7) Rotary District Governor Designee 2020-2021 _____

OTHER

CCCT BOARD

STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than February 15, 2018 along with the nomination form and biographic sketch form. Faxed and/or electronically mailed material will not be accepted.

CANDIDATE'S NAME: Brent Haste DATE: 1/30/2018

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

I pledge to work cooperatively and collaboratively with community college colleagues throughout California to reduce the cost of a college degree, to improve student success rates and to improve access, affordability and services for all. I will also work towards a fuller integration of technology to better serve student needs.

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

I bring my extensive experience in local government, my working knowledge of the legislative process, and my commitment to maintaining affordability for all California college students. I envision an expanded partnership with K-12 districts, UC, CSU, and the private sector to create clear and open pathways for improved student success.

CCCT BOARD
NOMINATION FORM
2018

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the _____ Sonoma County _____ Community
College District nominates _____ Donald S. Edgar _____ to be a
candidate for the CCCT Board.

This nominee is a member of the _____ Sonoma County _____ Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office postmarked no later than February 15, 2018, along with the nomination form and statement of candidacy. Faxed and/or electronically mailed material will not be accepted.

PERSONAL

Name: Donald S. Edgar Date: January 11, 2018
Address: 408 College Avenue
City: Santa Rosa Zip: 95401
Phone: (707) 799-4090
(home) (office)
E-Mail: don@classattorneys.com

EDUCATION

Certificates/Degrees: University of California School of Law, Los Angeles, CA Juris Doctor, May 1988
University of California, San Diego, CA, Bachelor of Science, Management Science, May 1981
Santa Rosa Junior College, Santa Rosa, CA, Associate of Arts, May 1979

PROFESSIONAL EXPERIENCE

Present Occupation: Attorney at Law, Edgar Law Firm

Other: Member, State Bar of California. Member, Bar of The District of Columbia.
Member, American Bar Association. Member, United States Supreme Court Bar Association
Member, Sonoma County Bar Association. Member Association of Trial Lawyers of America (AAJ).
Member, California Trial Lawyers Association (COAC). Member, Sonoma County Trial
Lawyers Association. Member Consumer Attorneys Association of Los Angeles

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Santa Rosa Junior College
Years of Service on Local Board: Nine
Offices and Committee Memberships Held on Local Board: Board President 2015. Board Clerk 2011-2013
SRJC Foundation Board 2009/10-2014/15 terms. Board Vice President 2013-2015
Bear Cub Athletic Trust Board 2009/10-2014/15 Terms. Board Facilities Committee 2014-2017

State Activities (CCCT and other organizations boards, committees, workshop presenter;
Chancellor's Committees, etc)

CCCT Board 2015-2018

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

CIVIC AND COMMUNITY ACTIVITIES

Board Member, Board of Community Services, City of Santa Rosa, 1994-98. Member, Active 20/30 International #50 1989-98

President, Sonoma County Taxpayers' Association 1993. Board Member, Santa Rosa Thursday Night Market Association 1993

Vice President, Santa Rosa Downtown Association, 1993. Board Member, Sonoma County Legal Services Foundation

Board Member, Petaluma Fair Board (appointed by Gov. Pete Wilson) 1998-02. Board Member, Sonoma County Teen Court

Soccer Coach, Annadel Youth Soccer League, 1999, 2003, 2004. Judge Pro Tem, Sonoma County Superior Court

Adjunct Professor, Sonoma State University (Business Law) 1989-91. Board of Directors, Neptune Swimming

Diocesan Pastoral Council, Diocese of Santa Rosa 2011-13. Board Member, Sonoma County Bar Association

Board of Trustees, Cardinal Newman Highschool 2011/12-2014/15 Terms. Board Finance Committee, Cardinal Newman Highschool 2011/15-2014/15 Terms. Buildings and Grounds Committee, Cardinal Newman Highschool 2011/12-2014/15 Terms

OTHER



CCCT BOARD
STATEMENT OF CANDIDACY

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CANDIDATE'S NAME: Donald S. Edgar DATE: 1-11-18

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

The success of our colleges can be measured by actual positive outcomes
by students in job placement and successful transitions to four year
universities. Focusing on necessary outcomes of certificate completion
and graduation and improving access for all by reducing and
eliminating barriers are important for CCCT and the League

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

I can contribute to further develop a culture of sharing and collegiality among
the districts and California Universities, especially as to recognizing
sharing and exchanging best practices toward strengthening transfer
opportunities, certificate training, and enhancing and broader utilization
of technology to improve access, contain costs, and increase student
success

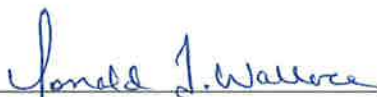
**CCCT BOARD
NOMINATION FORM
2018**

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
**CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811**

The governing board of the Palo Verde Community
College District nominates Suzanne P. Woods to be a
candidate for the CCCT Board.

This nominee is a member of the Palo Verde Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board


CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2018**, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Suzanne P. Woods Date: 01/31/2018
Address: 180 N. Hickory Road
City: Blythe Zip: 92225
Phone: 760-408-4199 (home) (office)
E-Mail: Suzzq1969@aol.com

EDUCATION

Certificates/Degrees: Master's Degree in Leadership, Bachelor's Degree in Business Administration, Associate Degree in General Studies

PROFESSIONAL EXPERIENCE

Present Occupation: Supervisor of Admissions and Records, Southwestern Community College
Other: Director of Financial Aid and Scholarships, Palo Verde College
Admissions and Records Specialist, Palo Verde College
Admissions and Records Technician I & II, Palo Verde College

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Palo Verde Community College
Years of Service on Local Board: 3 years
Offices and Committee Memberships Held on Local Board: Vice President--2017, President--2018

State Activities (*CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc*)
I have never had the opportunity to serve on CCCT or other organizations, etc.

National Activities (*ACCT and other organizations, boards, committees, etc.*): I have never had
the opportunity to serve on ACCT board, committees, etc.

CIVIC AND COMMUNITY ACTIVITIES

CSEA Chapter 180 Vice President

CSEA Chapter 180 Treasurer

CSEA Chapter 180 Professional Growth

OTHER



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2018** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Suzanne P. Woods DATE: 01/31/18

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Guided pathways/implementation and success

Student achievement/completion

Online college/campus/new funding formula

Economic insecurity and financial aid, gaining trust from the community

Transfer concerns/offering a baccalaureate degree at CC

Allocation of scarce resources; Data continuity and integrity

Education attainment/achievement gap

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Training and awareness of the new initiatives and changes that occur throughout the State would be helpful for new and old board members. In my experience board members may not know what faculty, staff, and administrators face when a new change occurs on the State level and how it affects the college.

Monterey Peninsula Community College District

Governing Board Agenda

March 28, 2018

New Business Agenda Item No. J

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:

Walt a. Tribley

Dr. Walter Tribley, Superintendent/President

MPC Governing Board 2017-2018 Calendar of Events

MARCH 2018

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

Monday, April 9 **ACCJC Follow-Up Visit, MPC Campus**
ASMPAC Student Appreciation Day Event, MPC Flag Pole, 10am-2pm
Asian Student Association Culture Show, MPC Music Hall, 7:30-9:30pm

Saturday, April 14 **Week of the Young Child**

Mon, April 16 – Fri Apr 20 **Earth Day, MPC Flag Pole, 10am-2pm**

Thursday, April 19 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

Wednesday, April 25

Friday, April 27 President's Address to the Community, Monterey Marriott, 11:00am-1:30pm

MAY 2018

Date, Time & Location TBD Veterans Recognition Ceremony
CDC Preschool Graduation
Early Childhood Education Graduation Celebration
Automotive Technology Graduation Banquet, Tarp's Roadhouse, 5:00-8:00pm
Asian Student Assn Ceremony, 6:00pm
Fire Academy Graduation Ceremony
Latino Ceremony, 6:00pm, LF 103
Kente Ceremony, 6:00pm

MAY 2018

Thurs.-Sunday, May 3-6 CCLC Annual Trustees Conference, Hyatt Regency Valencia

Thursday, May 17 **MPC Scholarship Awards Ceremony, 5:00pm, MPC Theatre**

Friday, May 18 **Employee Recognition Ceremony, 11:45am**

Mon, May 21 – Fri, May 25 Finals, Stress Buster Week

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

MPC Governing Board 2017-2018 Calendar of Events

JUNE 2018

Monday, June 4
Wednesday, June 27

Summer Session Begins
Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

JULY 2018

Wednesday, July 4
Friday, July 13
Wednesday, July 25

Friday, July 27

Holiday – Independence Day
End of Six-Week Session
Regular Board Meeting, Education Center at Marina
Closed Session: 11:00am, Room to be determined
Regular Meeting: 1:30pm, Room to be determined
End of Eight-Week Session

AUGUST 2018

Monday, Aug 20
Wednesday, Aug 22

Fall Semester Begins
Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

SEPTEMBER 2018

Monday, Sep 3
Wednesday, Sep 26

Holiday - Labor Day
Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

OCTOBER 2018

Wednesday, Oct 24

Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Public Safety Training Center in Seaside, Room TBD
Regular Meeting: 1:30pm, Public Safety Training Center in Seaside, Room TBD

NOVEMBER 2018

Monday, Nov 12
Thurs.-Saturday, Nov 15-17
Thurs.-Saturday, Nov 22-24
Wednesday, Nov 28

Holiday – Veterans' Day
CCLC Annual Convention, 8:00am, Westin Mission Hills, Rancho Mirage
Holiday - Thanksgiving
Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

MPC Governing Board 2017-2018 Calendar of Events

DECEMBER 2018

TBD

Wednesday, Dec 12

Admin Holiday Reception (time and location TBD)

Regular Board Meeting, MPC Library & Technology Center

Closed Session: 11:00am, Stutzman Room

Regular Meeting: 1:30pm, Sam Karas Room

Monday, Dec 17

Fall Semester Ends

Sat, Dec 22 – Tues, Jan 1

December Holiday Break

Events/details added from previous Calendar are highlighted in bold; updated March 20, 2018.