



MONTEREY PENINSULA
COLLEGE

ACADEMIC AFFAIRS

BOARD WORKSHOP

JANUARY 18, 2012

11:00 AM TO 12:30 PM

SAM KARAS ROOM



MONTEREY PENINSULA
COLLEGE

ACADEMIC AFFAIRS
PROVIDING OPPORTUNITIES
FOR STUDENT
LEARNING

AGENDA

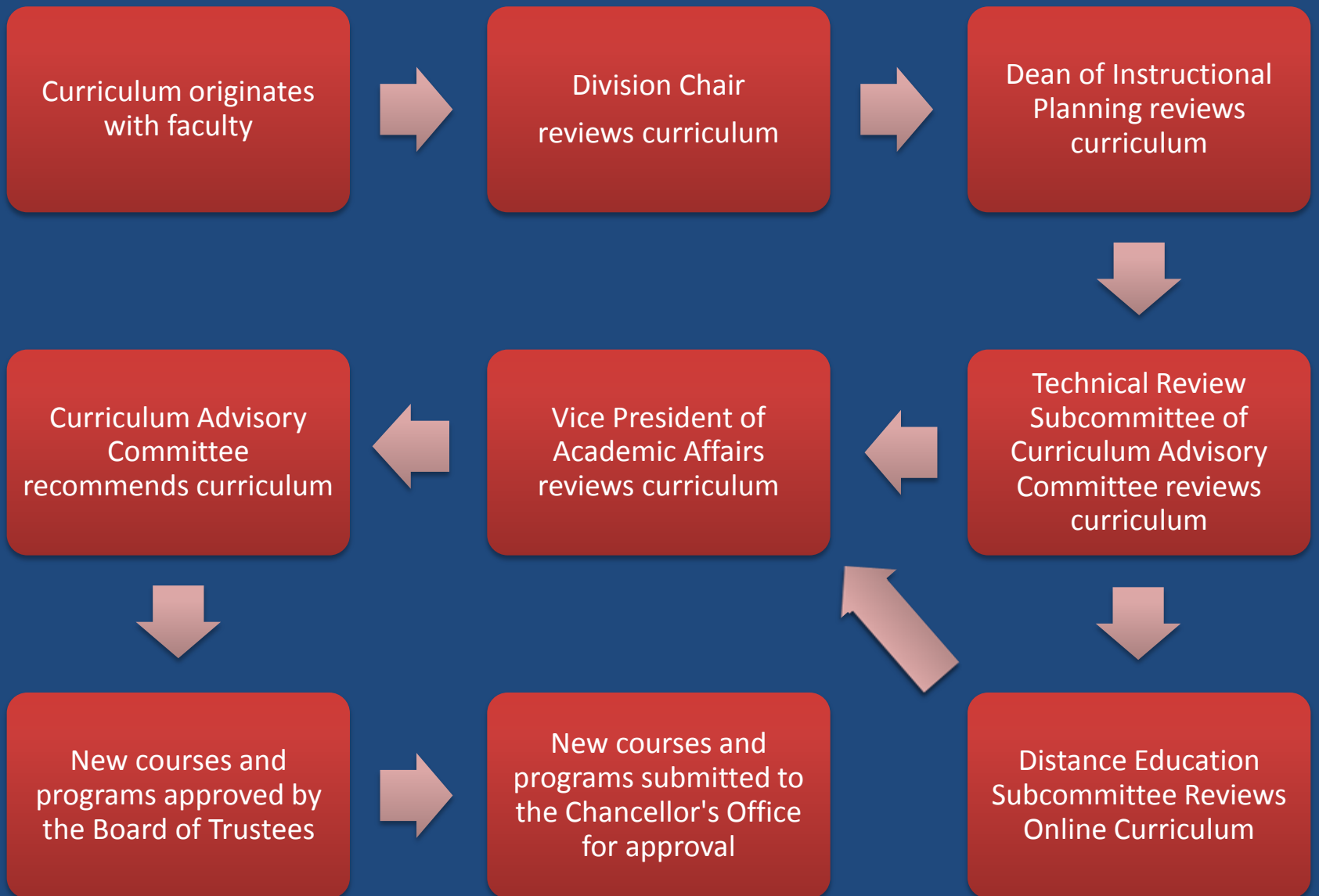
- Academic Affairs Responsibilities
- Curriculum Development Process
- Enrollment Management
- Program Review
- Education Master Plan
- Further Questions/Discussion



MONTEREY PENINSULA
COLLEGE

CURRICULUM DEVELOPMENT

- Process
- Curriculum Advisory Committee
- Board Approval
- Chancellor's Office Approval



CURRICULUM

- The college currently has 1659 active courses.
- The Curriculum Advisory Committee (CAC) meets weekly throughout the fall and spring terms and approves all course revisions, stand alone courses, course deletions, and non-substantial program changes.
- The Board of Trustees approves all new courses, substantial program changes, new programs, and program deletions.
- All new courses, substantial program changes, and new programs are then submitted to the Chancellor's Office. Non-credit courses and new programs must be approved by the Chancellor's Office.

- The College uses an online curriculum development program called CurricUNET. All curriculum is input into the system by faculty and the approval process is all handled online.
- The Chancellor's Office now uses a similar system for their Curriculum Inventory. So, the College must input all of the curriculum into the Chancellor's Office's system. Unfortunately, the college must manually reenter all of the data into their system (and into SIS).



ENROLLMENT MANAGEMENT

- Administrative Guidance
- Schedule Development
- Administrative Review
- Schedule Published
- Enrollment Watch

ADMINISTRATIVE GUIDANCE CONSIDERATIONS

- Student Services Input
- Improving efficiency
- Apportionment Cap
- Budget
- Previous semester enrollments
- Support for Strategic Initiatives
- Availability of faculty
- Student Education Plans



SCHEDULE DEVELOPMENT

- Schedule rolled over fall to fall, spring to spring two semesters prior
- Divisions keep, add, change or cancel classes
- VP and deans review schedule
- Second round for changes and corrections
- Schedule published

ADMINISTRATIVE REVIEW

- Was administrative guidance followed?
- Is the schedule accurate?
- Were corrections made?
- Are further changes needed?



SCHEDULE PUBLISHED

- No printed schedules sent to homes
- Posted on college website
- Updated when possible
- Printed list of courses available during registration
- Brochures/postcards sent to homes
- Banners on college boundaries
- On campus activities
- Other advertising

ENROLLMENT WATCH

- Maintain an efficient schedule
- High enrollment classes allow for offering low enrollment classes needed for graduation, encouraging growth, developing new programs, etc.
- When canceling classes, consider other available sections of the same course, student loads and other available funding
- In general, minimum enrollment in a class is 15

PROGRAM REVIEW

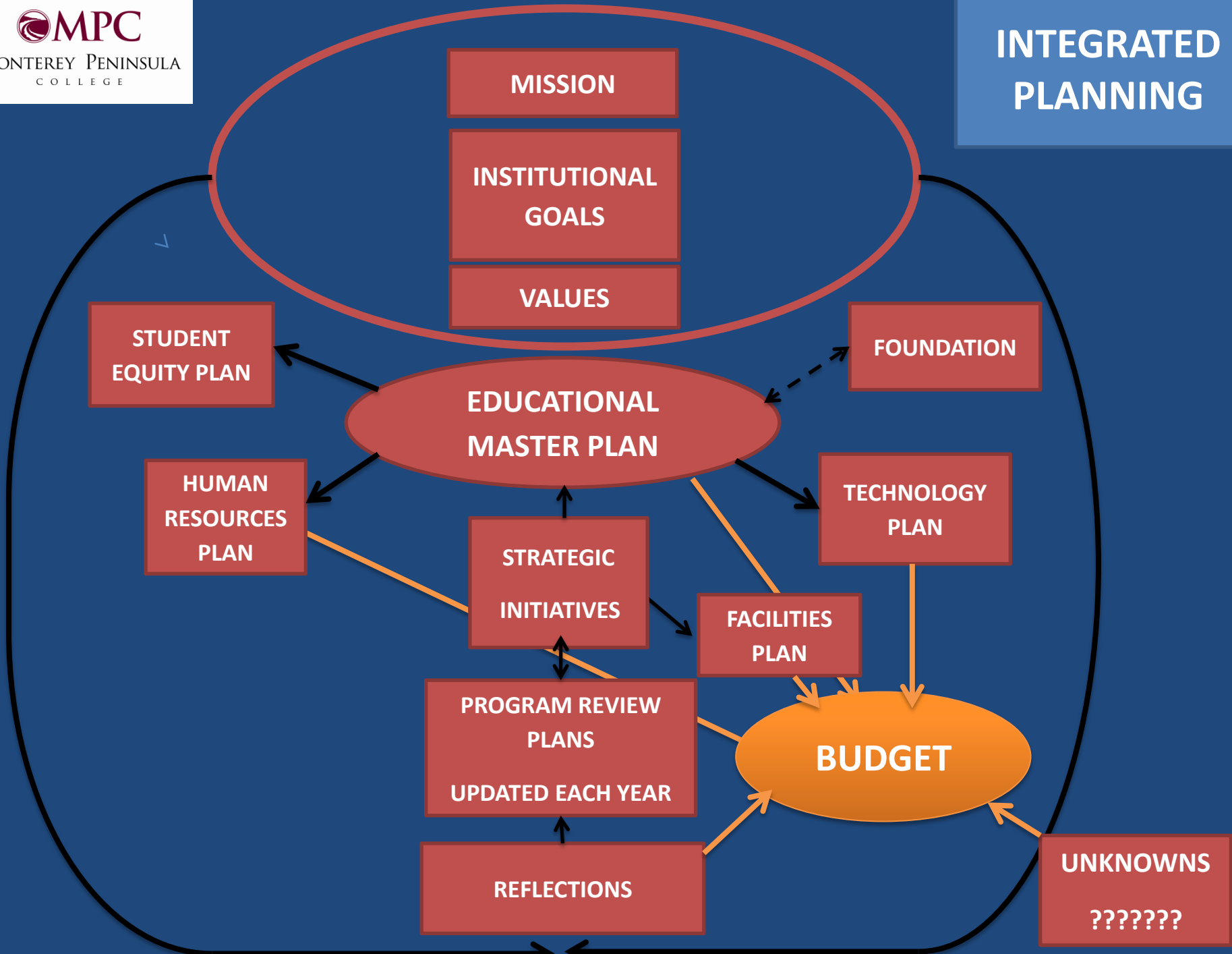
- All programs and services are reviewed on a 6-year cycle according to a common calendar.
- Program reflections and a variety of data form the basis for program review.
- Academic Affairs, Student Services and Administrative Services follow similar processes and forms.
- Action plans result from program reviews, are updated annually and are used for course scheduling, planning and resource allocation.
- Program reviews go through the shared governance process and are approved by the Board.



MONTEREY PENINSULA
COLLEGE

EDUCATION MASTER PLAN (EMP)

INTEGRATED PLANNING





BASIS FOR PLANNING

- Mission
- College Goals and Objectives
- Student Learning
- Program Reflections
- Program Review
- Unit Plans
- Strategic Initiatives
- Academic Focus

TIMELINES FOR EMP DEVELOPMENT

- November 2011: Development of unit plans
- December 2, 2011: Forum by the college president on the EMP
- December 2011: Committee Recruitment
- December 2011 – January 2012: PVP identifies academic focus and strategic initiatives.
- January 2012: Gathering of needed data and formatting of unit plans
- January – March 2012: Committee writes draft EMP
- March 2012: Approval by PVP
- April 2012: Approval by Advisory Groups and College Council
- May 2012: Approval by the College President
- May – June 2012: Approval by Board
- May – September 2012: Development of actions plans
- Fall 2012: Implementation of the EMP and building of class schedules for 2013 – 2014
- Fall 2012: Develop Facilities, Technology and other plans

UNIT PLAN EXAMPLE

WORLD LANGUAGES

Role The World Languages Department provides numerous opportunities for learning languages. It serves a diverse community; promotes understanding and intercultural awareness; and prepares students for achievement of Associate degrees, transfer to four-year colleges and universities, and/or participation in the job market.

Scope The World Languages Department currently offers eight languages: American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Most of the languages are taught at the basic levels: Elementary I and II. However, American Sign Language is currently offered from Elementary I to Intermediate levels. Also, French and Spanish are offered at the second year level (Intermediate and Advanced). Conversational levels are offered in Spanish and French, as well. These courses support student general education, transfer, occupational, and lifelong learning needs.

Direction The World Languages Department expects to take the following steps:

Create and/or revise courses to support an SB 1440 transfer program.

Participate in the division's program review in 2013-2014.

Relocate during the renovation of the Humanities building (2012-2013).

Continue to offer courses at the Education Center. The Department plans to increase its Marina offerings as needed.

Explore options to access a computer-equipped classroom for instruction on using online language sites.

Share best practices for keeping students in the target language with all faculty in the World Languages Department.

Create SIGN 50 course.



STRATEGIC INITIATIVES

Current

- Multi-Site College (Marina, PSTC, MOU, Parker Flats)
- MPC Online
- Basic Skills

New

- Continuing/Community/Contract Education
- Career and Technical Education Review and Development
- International Students Program
- Technology Support Review

MPC ONLINE STRATEGIC INITIATIVE

Mission

The mission of MPC Online is to support the development and delivery of quality online courses and programs.

Purpose

The purpose of offering online courses at Monterey Peninsula College is to increase student access to instructional offerings and programs, as well as, provide an avenue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population.

Role

The role of MPC Online is to provide an alternative academic venue that maintains course and program integrity and gives students increased opportunities to achieve their academic and/or career goals.

Scope

The breadth and depth of online course and program offerings will depend on a variety of factors related to the population that can be served, the curriculum that can be successfully designed and delivered, and resources needed to support instructional efforts for successful student completions. In the last 10 years, FTES generated from distance education offerings has grown from 3.2% to 7.9% of total FTES generated by the College. If trends continue on this path, FTES generated from online course offerings can grow by 1% per year of total FTES generated by the College with expectations that by the year 2017, 12-15% of all FTES could be generated via online instruction.

In addition to completely online course offerings, blended (or hybrid) courses will also become more evident throughout the curriculum. Again, growth in this area will be dependent on the availability of necessary resources to support these efforts.

Direction

Over the next 5 years, the direction of online instruction will be on a trajectory of modest growth (about 1% per year of total FTES generation) unless additional funding can be obtained. To this end, however, a strategic effort will focus on the creation of certificates and programs that can be offered at a distance and development of a process that continuously assesses the quality and effectiveness of online courses. Priorities will be given to the development of courses that will lead to:

- A fully online MPC general education pattern

- 3-5 fully online certificate programs

- Online recertification

- A CTE online associate degree program

- Online components that support SB 1440 general education transfer patterns

PROPOSED ACADEMIC FOCUS

- Basic Skills, Transfer and CTE Programs
- Support for life-long learning
- Advancement of Student Success Requirements
- Implementation of repeatability requirements
- Expansion of SB 1440 programs
- Restoration of full-time faculty
- Restoration of instructional equipment funding
- Collaboration with student services
- Updating and revising curriculum and programs
- Building responsive, efficient and supportive institutional and instructional technology services
- Completion of campus facilities plan

EMP COMMITTEE

- Josh Gess – AAAG Student Representative
- Roseann Erwin – Library Circulation Desk Coordinator
- Diane Boynton – Speech Communications and Humanities Division Chair
- Anita Johnson – English and Academic Senate
- Kathleen Clark – Cooperative Work Experience and Academic Senate
- DJ Singh – CSIS
- Vice President for Academic Affairs
- Rosaleen Ryan – Institutional Research Director (Resource)



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FURTHER
QUESTIONS
AND
DISCUSSION