

Institutional Mission and Goals/Objectives Subcommittees

Mission Statement Subcommittee: *Marty Johnson, Gary Bolen, Loran Walsh*

Current Mission: *Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.*

Conversation thus far: The Sub- Committee reviewed the present MPC Mission Statement and also looked at the Mission of California Community Colleges.

The Sub- Committee reviewed language in the MPC Mission Statement- especially “life- long learning opportunities”

The Sub- Committee then looked at a power- point presentation “Accomplishing the Mission” Mission and Instructional effectiveness expectations in the revised Accreditation Standards prepared by Catherine Webb. (The Sub- Committee recommends that been shown to College Council as a whole on Tuesday, February 25, 2014) The Sub- Committee then reviewed the Power Point Presentation especially how Cerro Coso College modified their mission statement to reflect an alignment with accreditation requirements and report student achievement. We discussed “the how” do we explain what we do to demonstrate student achievement in our mission statement. We also discussed how the MPC Mission statement could be crafted to reflect What and How we demonstrate student success and achievement. We then discussed that the mission has not change, but the way we deliver the mission has changed. We also discussed that we must now demonstrate how we deliver the mission. We discussed how we align our mission statement so that everyone knows their role via the mission statement. How we report achievement so there is a better link between our mission and accreditation so that everyone understands what we do daily fulfills the mission and the goals of the institution.

We then discussed how to report what we discussed out to the College Council as a whole, we will ask that Catherine Webb share her PowerPoint presentation and we will share these minutes of our meeting.

The Sub- Committee then decided that as members of the Sub-Committee we will come up with changes similar to Cerro Cosa College to the MPC Mission statement and share them with the Sub- Committee when we next meet. (Date and Time to be determined)

Objectives 1.1 and 1.2 Subcommittee: *Fred Hochstaedter, Elizabeth Mullins*

Objective 1.1: Investigate ways to articulate student success that represent the diverse range of our students’ goals, and retain strong academic integrity and high academic standards.

In response to the Student Success Act, MPC faculty felt it necessary to define student success ourselves rather than accept the definition from the state as the only one. Very little has been done to address this objective. What is the status of the definition of “Student Success” on the

campus? Should we truly investigate it and how? What are we looking to accomplish? Does this objective meet our needs or does it need to be changed?

Objective 1.2: Improve student experiences by supporting the quality of instruction and service delivery through

- a. Creating a framework for faculty and staff to learn, share ideas, engage in dialog and collaborate.
- b. Promoting efforts to analyze the effectiveness of programs and make improvements based on the results.

Objective 1.3 Subcommittee: *Celine Pinet, Mark Clements*

Objective 1.3: Develop and prioritize the implementation of an online learning strategic plan that includes institutional support, protocols, and assessment of instruction.

Objective 1.4 Subcommittee: *Kali Viker, Diane Boynton*

Objective 1.4: Develop and implement ways to

- a. more effectively recruit and select excellent faculty and staff.
 - Improving recruitment efforts has been difficult. Advertising is expensive, how potential employees look for work changes over time, and the college's compensation is often so low that potential applicants choose not to apply for positions. HR has resorted to using grass root efforts to advertise (using, for example, other colleges' adjunct lists); sometimes the best recruitment is through word of mouth (MPC is a great place to work).
 - New technology has improved the college's image; the use of NeoGov, an applicant-tracking system purchased in October 2012, has helped applicants see the college as more up-to-date. The system also clarifies the application process for applicants and reduces the workload for HR professionals.
 - The college's selection process is excellent. Committee-driven, the process allows those who understand position's requirements to create their own selection tools. When positions are filled, success rates have been high.
 - Recruitments do not always equal hiring. Problems stem from the timeline of the state's budget, as well our low compensation package.
- b. train and mentor new faculty and staff so that they most effectively serve students and promote learning.
 - **Faculty:** To fulfill this objective, orientation and/or mentoring for both full- and part-time faculty was developed or revised.
 - **New Tenure-Track Faculty:** Orientation is now provided to new full-time faculty. Faculty are introduced to the college's facilities, staff, and processes. They are also assigned mentors, who offer discipline-related expertise, campus knowledge, instructional ideas, and words of encouragement and wisdom depending on the need. Early in the second semester, the Dean of Instruction checks in to ensure that both mentees and mentors are satisfied with their interactions.

- **New Adjunct Faculty:** New adjunct faculty are paid for an hour and a half to attend a welcome and orientation designed to introduce these faculty to Admissions and Records requirements, MPC Online, MPC's library resources (reserves, the ESSC, RC, optional information sessions, etc.), Student Services, and key personnel (the college's President and Vice President of Academic Affairs).
- **New Basic Skills Faculty:** BSI funds were used to create a pilot mentoring program for new basic skills faculty. Because turnover was minimal, the cadre of mentees was small.
- **New to the Education Center Faculty:** The Education Center at Marina staff provide an orientation which includes a tour of the campus, as well as an introduction to the classroom, technology, and available resources.
- **Staff:** Staff training has taken place, but not in a particularly coordinated manner, especially in regards to new staff. Staff members receive some orientation through Human Resources, and then are expected to learn as they are introduced to their areas. Staff who have similar positions often provide training; the DOM in Humanities, for example, provided support to the new DOM in Business. Other training opportunities that have been provided include:
 - Technology training
 - Flex day information
 - HR workshops
 - Lynda.com (training videos)
 - Faculty and Staff Advancement Award opportunities

II. Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.

Goal 2 Subcommittee: *Michael Gilmartin, Dan Fox*

In general, this is an ongoing goal. MPC needs to continually look at our CTE programs, upgrade them, and develop new programs based on the labor market needs of our region. We also need to continue to develop partnerships with industry and the community to help provide the resources to support our CTE programs. Below are a few of the things the college is working on right now.

Objective 2.1: Develop and enhance credit Career and Technical programs and courses to provide students with employable skills.

- Tom Rebold has developed several new Robotics classes for inclusion in a future new program. He has also been involved in applying for a NSF grant with Deidre Sullivan and Long Beach City College that would provide funding for future curriculum and program development.
- Susan Singer and Sunshine Giesler have been developing new curriculum for a future new Nutrition program. They are also involved with several others in applying for a USDA grant to support this program.

- The Fire Academy and Fire Technology areas are doing a major revision and update of their curriculum. This will facilitate the success of students in the program by clarifying what courses they need to take and updating the curriculum to current standards.
- The CSIS department is developing new certificates in information security. These classes will enable students to become employed in this growing and increasingly important field.

Objective 2.2: Establish and strengthen industry, government, and community partnerships.

- The college entered into a partnership with Foothill College and nine other area community colleges in working on an SB 1070 grant. This three year grant will enable the college to do some capacity building in the area of Career and Technical Education. It will help develop improved infrastructure in areas such as data collection, branding, articulation, regional advisory committees, developing best practices, professional development and other things.
- The college has worked with the local adult schools to develop a plan for the provision of adult education in the region. The college is the fiscal agent for the AB 86 grant that will fund this activity.
- The college is currently partnering with Hartnell College and Gavilan College in applying for the Career Pathways Trust grant. This grant will support career pathways between the high schools and the three community colleges in a variety of CTE programs. CSUMB, the Monterey County Office of Education, the Monterey County Business Council, the Mission Trails ROP, and other organizations are part of this effort.
- The college has made continuing efforts to build strong, active advisory committees in many of our CTE programs. The college is also working with the Deputy Sector Navigator to develop a regional advisory committee for Hospitality.
- The college's Fire Technology program has developed a partnership with Hartnell College's Diesel program to service the department's fire engines. The college donated several of their engines to the Hartnell Diesel program and they have agreed to service our engines in the future.

III. Manage the rate of growth in programs and services in Seaside and Marina, subject to funding and growth conditions.

Goal 3 Subcommittee: : *Laura Franklin, Amelia Converse, Larry Walker, David Brown, Georgina Leyva, Susanne Muszala, Joanne Hagerty, Elsa Camarena*

Objective 3.1: Based on assessment and analysis of community needs and district resources, develop appropriate class schedules and programs.

- More data is needed in order to properly assess to what degree this objective has been met.

Objective 3.2: Provide essential support services to enable student success at the Marina Education Center and the Seaside Public Safety Center.

- Numerous departments have contributed to student success at Marina and at the Seaside Public Safety. So far we have been able to document the contributions to student success from the following departments:

Student Services provided the following student services throughout the academic year at the Marina campus:

- Admissions: onsite staff trained to enter applications for admission into SIS system
- Assessments (English/Math and/or ESL) provided at Marina campus as follows:
 - 6/4/13; 6/7/13; 7/22/13; 8/5/13; 8/14/13; 1/6/14; 1/14/14; 1/15/14
- Counseling: 12 hours per week of counseling services provided at Marina campus
- Financial Aid: onsite staff trained to assist with general financial aid questions; Financial Aid Department conducts onsite bi-monthly information sessions
 - Cash for College event to be held on February 22, 2014
- Registration:
 - Summer/Fall 2013 Registration Kick-off event held at the Marina campus on May 22, 2013
 - Spring 2014 Registration Kick-off event held at the Marina campus on December 4, 2014
 - ENSL registration activity conducted Fall 2013
- Personal Development 50, Making College Count now offered at the Marina campus
- Spring 2013 High School Counselors' Breakfast held at Marina campus:
 - February 8, 2013
 - February 21, 2014
- MPC Bookstore holds regularly scheduled office hours the first week of each semester
- Student Services provides extended hours (until 7pm) the first two week of fall and spring classes
- Student Services display table established at Seaside Public Safety Center

Library: Since the Marina Education Center opened, library services have been available in the Marina Division Office. Students could apply for library cards, access the library's online databases, check out course reserve material, and attend in-class research sessions taught by Librarians. Course reserves were checked out and return using a paper based system and students could turn in an application for a library card at the Marina Campus Office, but the library card application was processed on the main campus. (MPC Library Program Review, 2009-2010 pg. 15).

In the beginning of Fall semester 2012, Voyager, the ILS (Integrated Library System) used by the MPC Library was implemented at the Marina Campus thus automating the Course Reserve checkout system and giving the ability of the Marina Campus staff to issue library cards directly to the students.

Library teaching sessions continue to occur annually at Marina at an average of 3 teaching sessions per academic year.

Staffing changes: Regarding staffing at these two sites, we have expanded the number of hours of the evening Administrative Assistant in Marina (evidence docs available re approval to hire, discussions in shared governance about justification to expand

number of hours) and we have replaced the Fire Academy Coordinator position in Seaside with the Director of Public Safety Training (evidence docs available re approval to hire, discussions in shared governance about justification for the change).

IV. Maintain and strengthen instructional and institutional technology.

Goal 4 Subcommittee: *DJ Singh, Stephanie Perkins*

Objective 4.1: Conduct a broad-based review of the functionality and efficiency of all district technology including the organization, management and support for MPC's websites.

Objective 4.2: Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use.

Objective 4.3: Based on the recommendations from these reviews, develop a long-term funding plan and implement changes that take into consideration the availability of college resources.