Institutional Mission and Goals/Objectives Update

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.*

The subcommittee met with Catherine Webb, who provided Accreditation Standards information. The subcommittee then drafted a revised mission and shared it with College Council. College Council reviewed Title V and elements of the Accreditation Standards, established criteria for the mission statement (clear, simple, useful, and flexible), and suggested the following revision:

> Monterey Peninsula College is an open-access institution that facilitates student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and life-long learning opportunities.

This mission will be shared with the advisory groups for feedback and/or support.

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.

      Staff development/flex days, training support through Basic Skills efforts, and training offered through MPC Online have provided a framework for faculty and staff to learn, share ideas, engage in dialog, and collaborate. The library also offers support to foster information competency. The Academic Senate has been actively seeding dialog on a variety of topics, including co-leading the efforts to develop guidelines about "Quality Online Education." Fred and others continue to actively encourage dialog on student learning and assessment throughout the college Instructor Reflections and Program Reflections.

    b.   Promoting efforts to analyze the effectiveness of programs and make improvements based on the results.

The college has taken a number of steps to analyze and improve programs. Efforts have been made to improve program effectiveness through Program Review and the SLO/Reflections process. The Program Review process was revised to ensure that all programs and services are reviewed in similar fashion; Academic Affairs, Administrative Services, and Student Services now follow similar processes. These changes have led to continuous, quality improvement for programs and curriculum.

The SLO/Reflections process has been in place for some time. The Instructor Reflections process, recently reinstituted, encourages faculty to reflect on their instruction to further enhance their courses. The results of the Instructor Reflections are often shared through Program Reflections, a channel for dialog and exchange of ideas relevant to program improvement. Both Instructor Reflections and Program Reflections have led to changes in programs and courses, as documented through the reflections processes.

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.

In response to Objective 1.3, a strategic initiative was included in the Education Master Plan that focuses on MPC Online. Institutional support has been and continues to be increasing. In a first step, Dr. Garrison presented College Council with a plan called "Back to the Future" over summer 2012, which led to the hiring of Dr. Knolle, Associate Dean of Instructional Technology and Development. As well, we are now in the process of hiring a full time Online Instructional Technology Specialist. We have been able to obtain funds from the MPC Foundation to support part time faculty to develop curriculum for MPC Online. We are including funding requests in a series of grant proposals currently underway. We are participating in a statewide beta-testing led by the Chancellor's Office that will allow us to benefit from funding from the state to sustain and continue to improve our efforts. In complement, the ICDE has been working assiduously on providing training and developing effective strategies for teaching online, helping teachers with self-assessment and paving the way for a "certification" for online teaching to foster quality education. These efforts have been vetted through a college wide review process. We also provided responses to ACCJC on assessment of instructions that were accepted by the commission. We continue to work on all fronts to bolster and vouch for quality in student learning and achievement.

--- [Substantive Change Proposal - Distance Education February 2013](#) and [ACCJC 2nd Follow-up Report Recommendation 4 - Distance Education October 2012](#)

Many efforts are currently being made college wide towards a stronger infrastructure, acquiring an ERP, revamping the website, and looking into a student portal. We are developing better support of our students and of the college processes. MPC Online has revamped its website and has been working in collaboration with IT, Student Services, Counseling and Financial Aid to support our online students, availing them of services and supporting their learning, achievement, and success.

With the efforts, we have been setting the foundation and keystones to support online learning.

Much has been accomplished by our institution towards meeting objective 1.3 and at the same time, we believe this objective needs to remain for our college to continue adapting to the changing needs of our students and demographics.

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.
  - o **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.
  - o **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).
  - o **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.

- o **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:
  - o Technology training
  - o Flex day information
  - o HR workshops
  - o Lynda.com (training videos)
  - o 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*

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

The last formal community survey administered by MPC was conducted in 2005 as part of our planning for the Education Center at Marina. That survey informed the design of our permanent facility as well as the instructional programming we provide there. Our basic approach to scheduling has not changed significantly since then; however, several additional sources of information are now utilized in compiling our schedules.

Classes and schedules for the Education Center in Marina are compiled with input from a variety of individuals and groups. Faculty and divisions have typically offered additional sections of GE courses as a way to build a foundation for class schedules. Analyses of enrollment are done by faculty, division chairs, deans in Academic Affairs and by Counseling. Since 2011-12 a FT counselor has been assigned for part of her load at the Marina campus. This has greatly enhanced the communication regarding class scheduling with all of the instructional staff. Some decisions are made at the department level such as in English as a Second Language where the decision was made, based on the typical student population in Marina, to offer all of our evening ENSL sections at the Marina campus. In order to encourage more students to take more units, we have scheduled complementary courses back to back in some instances. For example, a very successful late afternoon basic skills math class will be preceded by a basic skills English course next fall in the hopes that students may enroll in both sections rather than only one.

Training officers' associations for both police and fire service agencies meet regularly and provide input to the Director of Public Safety Training and to the South Bay Regional Consortium for Public Safety Training. The Emergency Medical Technician (EMT) program was moved from the Monterey campus to the PSTC in 2012-13 in order to provide similar support for that program, and to provide more readily-visible pathways for students interested in public safety training. In addition, beginning in Spring 2014,

one section of the introductory Administration of Justice course is offered at the PSTC with plans to continue to offer one or more sections of ADMJ on that campus each semester.

Some of the documentation that has been written pertaining to the entire Fort Ord Center (which includes the Public Safety Training Center in Seaside and the Education Center at Marina) include:

Education Center Needs Analysis---submitted to the CCCOC in June 2013? as part of our goal to attain full center status.
"Becoming a Multi-campus College"---written by President Garrison and discussed through shared governance in 2011-12.
Education Master Plan—2012---The Ft. Ord Education Center is one of the six strategic initiatives.

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:

- o Admissions: onsite staff trained to enter applications for admission into SIS system
- o 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
- o Counseling: 12 hours per week of counseling services provided at Marina campus
- o 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
- o 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
- o Personal Development 50, Making College Count now offered at the Marina campus
- o Spring 2013 High School Counselors' Breakfast held at Marina campus:
  - ▪ February 8, 2013
  - ▪ February 21, 2014
- o MPC Bookstore holds regularly scheduled office hours the first week of each semester
- o Student Services provides extended hours (until 7pm) the first two week of fall and spring classes
- o 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.

A broad-based review was conducted. In response to this review, IT is developing a plan that includes the following:

- A set of procedures within the I.T. Department that are current and based on best-practice methodologies as defined by CISOA and EDUCAUSE.
- Collaboration between IT leaders at local colleges including CSUMB, Hartnell, and Cabrillo.
- Leverage IT leadership networking through Chief Information Systems Officers Association (CISOA).
- Recommendation to contract with SIG to review all levels of MPC technical support through the use of a Business Process Analysis (BPA).

Through the review, it was determined that the website will need an area of oversight to ensure content is appropriate and relevant. This should not be an IT function.

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.

A broad-based review of the leadership, management, and structure of campus-wide technology support has been completed. The review determined:

- A need to recognize leaders' roles and responsibilities. The model of Director of Information Systems/ CISO and Associate Dean of Instructional Technology and

Development is a collaborative/peer-to-peer model. The skillsets, experience and areas of expertise are very specific for both.

- A need for clearer technology support processes. As such, IT implemented the Helpdesk ticketing system (SchoolDude ITDirect). This efficiency enhancement will have a greater impact on the college when the decentralized model of Technical Support and Services is addressed. However, this system has already raised awareness between the current Instructional Technology Specialists (Lab Technicians) and I.T. Staff of the volume and type of work being done.
- A need for resources. Recommendations have been made for appropriate resources to address technology related issues and concerns at MPC.

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.

A long-term technology refreshment budget needs to be established. Currently IT is considering ways to reduce the need to refresh equipment and minimize costs through virtualization and cloud-based solutions. Short-term funding needs to be identified; it would be wise for the college to seek grant funds.