

**GP/AS Instructional Practices Work Team
Strengths, Challenges, and Opportunities**

Area	Strengths	Challenges	Opportunities
Access Resource Center	Financial resources	<p>Supporting students under AB 705- example</p> <p>The volume of ARC students taking ENGL 1A is about 3x what it was compared with Fall '18. The proportion of students taking both ENGL 1A and LNSK classes is about the same, but because of the volume increase, there are significantly more LNSK students who are also enrolled in ENGL 1A. Similar patterns exist with Math 10 and 16.</p>	<p>Expand our support for these classes - specific sections?</p> <p>After the Fall and Spring semester have concluded, we will have further data and success information to help us allocate our resources effectively</p>
Athletics/Kinesiology	<p>Athletics: Students transferability.</p> <p>Kinesiology: One of the fastest growing majors - contact with students</p> <p>Athletics & Kinesiology: Connection to local professionals, universities, and high schools.</p>	<p>Athletics: Student scheduling to support athletics practice.</p> <p>Athletics has 250 students in the program and academic counseling is a challenge.</p> <p>AB 705 is a challenge with course load and eligibility rules.</p>	<p>Kinesiology: Activity courses can increase the success rate among other disciplines.</p> <p>Kinesiology: Created two new relevant certificates in Certified Personal Training and Certificate of Coaching. Advisory Board in place.</p>

		<p>Athletics & Kinesiology: Approximately 75% adjuncts for a large program. Continued movement towards Title IX compliance.</p> <p>Athletics: Campus support for mandatory campus events.</p> <p>Kinesiology: Campus committee involvement.</p> <p>Kinesiology & Athletics: Instructional equipment funds and maintenance of classrooms.</p> <p>Athletics & Kinesiology: Transgender inclusion and opportunity</p>	<p>Kinesiology: Created Lecture offerings that meet CSU,UC,MPC GE (KIN 44,48)</p>
Counseling	Offering PERS 59 “Study Skills for Success” which is a 1 unit course during 2020/2021, which has not been offered in over 5 years	Supporting students who are lacking basic study skills, test taking strategies and time management skills	<p>Provide tools to educate students on research based strategies on the most effective ways to study, perform well on exams and manage their time</p> <p>Integrated support for students in “gateway” English and math courses</p>
Humanities	English: Strong support for	English: Early feedback from	English: Additional and

	<p>professional development in the areas of reading instruction, habits of mind, and culturally responsive instructional practices</p> <p>English: Introduction of course leads to provide guidance and support at each course level</p> <p>Spanish: Job growth in language services industry. The language services industry is the fourth fastest growing industry in the United States. The U.S. Bureau of Labor Statistics projects interpreter and translator jobs to increase nationally by 18% by 2016 (much faster than the national job growth average). California has the largest number of jobs in these occupations.</p>	<p>instructors shows concern for student retention and success under AB705.</p> <p>English: Unknown impact of AB 705 on retention, success, persistence</p> <p>English: For transfer and below (1A, 111, 301) Inst. Set Standard = 73.8%</p> <ul style="list-style-type: none"> • Overall Success S19 = 57.1% • Hispanic Student Success S19 = 50.0% • African American Student Success S19 = 55.8% <p>English: Lack of quality OER</p> <p>English: Lack of faculty diversity</p> <p>Spanish: Sociopolitical climate that does not see language as valuable.</p> <p>Spanish: Lack of support when we propose new courses in response to the language services industry demand. For example, Spanish for Spanish</p>	<p>ongoing PD for AB705 needs</p> <p>English: Partnering on Student and Academic Support work team efforts</p> <p>English: Further develop course leads program to support progress in integrating reading instruction habits of mind, and culturally responsive instructional practices</p> <p>Spanish: Potential to build linkages with CSUMB.</p>
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Life Sciences (including CTE)	<p>Job market statistics for CTE programs (MEDA, NUTF, DETL, AUTO) are promising.</p> <p>Strong advisory boards for CTE programs.</p> <p>Faculty dedicated to bringing students into office hours and training students in study skills (eg. Sunday School (Dr. Durstenfield, Biology) and holding office hours in lecture</p>	<p>Retention and success in LS is lower than the institution as a whole: (success: 70/81 vs retention: 74/85 in Sp '19)</p> <p>Greater proportion of students in 20-24 and 19 or younger age range. College readiness?</p> <p>Very full classes especially for nursing prerequisites. (Especially problematic in lab classes.) (500 students</p>	

	and classroom.)	<p>declare prenursing each year.)</p> <p>Faculty extremely overloaded = burnout.</p> <p>Limited equipment that is being overused.</p>	
Marina Education Center	<p>Representative visits from departments on the Monterey County</p> <p>Possible to attain some certificates solely at the MEC</p> <p>Bilingual support</p> <p>Long Hours</p> <p>Study Center</p> <p>ARC Testing</p> <p>Student Services appointments with Counseling, Financial Aid, & Student Health Services</p>	<p>Facilities: Lack of a wet lab for active and applied learning in science courses, need for designated student center space, designated testing space, and multipurpose room</p> <p><i>Enrollment at Fort Ord has steadily increased from 15.94% (Fall 2016) to 18.47% (Spring 2019)</i></p> <p><i>Full Time FTEF at Fort Ord has steadily increased from 2.9% (Fall 2016) to 4.4% (Spring 2019)</i></p> <p>Scheduling courses at the MEC in a pattern that allows for completion of certificate programs (option to complete all at the MEC)</p>	<p>MPC Bond Measure</p> <p>Future staffing as campus grows</p> <p>Facilities upgrades when funding allows</p>

		<p>Lack of a greater variety of courses</p> <p>There are representative visits from Student Financial Services/Counseling/Student Health Services but there is no staff from these departments permanently housed at the MEC</p>	
<p>Online Education:</p>	<p>MONTEREY PENINSULA COLLEGE RECEIVES \$337,000 TO ENHANCE AND EXPAND ONLINE CAREER TECHNICAL EDUCATION DEGREE OFFERINGS</p> <p>Funding from this grant will result in substantial improvements to MPC's online course and degree offerings, with emphasis on Career and Technical Education (CTE) programs. Currently, MPC has approved 231 courses for online delivery which will allow students to complete most general education requirements as well as major requirements and electives for 17 different associate degrees and 9 certificates fully-online.</p>	<p>Look for information related to: Exchange, success, retention.</p>	

	<p>In 2017-18, online students accounted for 14.27% of MPC's full-time equivalent students, a figure that has more than doubled since 2011-2012. MPC's Online Education program has been commended by the Accrediting Commission for Community and Junior Colleges.</p> <p>A culture of peer course review is being developed. Limited stipends awarded to instructors who participate in the peer review and course implementation/revision process.</p>		
Physical Sciences	<p>Math: Opportunity to attend professional development with respect to implementation of AB705</p> <p>Opportunity for participation of tenured and adjunct faculty in Community of Practice with respect to implementation of AB705</p> <p>Math Learning Center (MLC)</p>	<p>Math: Lack of participation by all faculty in Community of Practice activities and professional development activities</p> <p>Consistency in instruction across multi-section courses (Math 16 - Stats)</p> <p>ISS Course Success Rate = 69.8%</p>	<ul style="list-style-type: none"> ● Diversify staff, ● create mentorship program for all but with a focus on minorities, ● bring diversity programs (ie SACNAS) to MPC, ● promote services that offer bilingual support, ● work in collaboration with the student clubs that represent minorities or STEM

	<p>consistent schedule set semester to semester</p> <p>STEMCEL expanded services, stabilized location, and expanded hours</p>	<p>Measured Success Rate = 57.14% (major drop in SP19) Hispanic Students = 51.62% Black/African American = 46% Overall Retention Rate consistently above 73%</p> <p>All: 81.54% success rate Hispanic: 78.8% success major drop Sp-19 Black/African Am.: 78.6% success rate Asian: 83.3% success rate 64.5% retention overall</p>	<p>interests to promote community involvement within MPC.</p> <ul style="list-style-type: none"> ● Training for Staff on Racial Micro/Macroaggressions. ● Fulltime STEM Director ● Maintain peer tutoring, as it has statistically shown significant increase in STEM student success rates <p>SI model of student support</p>
<p>Social Sciences</p>	<p>Strong support for transfer goals; providing Gen Eds; AA-T's in most Depts., 2-3 Depts. DEP @ MHS, # of FT faculty, 1st Gen well-represented among faculty, some racial/ethnic diversity, very good gender diversity; success and retention data mirrors all division data (2015-19).</p>	<ul style="list-style-type: none"> ● Under-resourced re: budgetary allocations as per requests (no SS requests funded 19-20); ● SS building in need of improvement/updates; ● insufficient access to tutoring support for students; requests from faculty for discipline specific student tutors to serve students <p>Retention & Success. Student Demographic Data</p> <ul style="list-style-type: none"> ● Hispanic student success = est. 4-5% 	

		<p>below all SS Hispanic retention = est. 2% below SS wide Black student success =</p>	
PSYC		<ul style="list-style-type: none"> • In PSYC, male students 20-24 are below average, and near or below ISS springs 2015-2019 • In PSYC, specifically for Black males, many age groups (20-39) are near or lower than ISS • In PSYC, Hispanic students • Lack of tutoring and student spaces (across all SS) • Lack of computer access for lab based courses 	
Library:	<ul style="list-style-type: none"> • Successful course-specific instruction sessions. It is library instruction that is given at the point of need for course work. • Required 1 unit class required MPC Information Competency 	<ul style="list-style-type: none"> • Not all students who have a goal to transfer is required to either take Library 50 or be a part of a library orientation so some students may finish at MPC without gaining research skills. 	<ul style="list-style-type: none"> • A required online library instruction component or face-to-face session embedded into English 1A or other required course. • A required assignment and/or course objective to include research

	<p>Graduation Requirement.</p> <ul style="list-style-type: none"> • Offering multiple Library 50 sections and late start options each semester for all students wanting to take the class. • Enrollment in LIBR50 stable even as Associate Degree for Transfers becoming majority of degrees offered 	<ul style="list-style-type: none"> • Implementing new library system that dramatically changes back and front-end library processes. • Subject expertise among teaching faculty not being leveraged to full potential • AB 705 has pushed many students into classes that require research, some aren't ready. • Maintaining resources with costs increasing annually. • Kanopy video database being too pricey but highly used by the MPC community. • Circulating collection not being utilized to full potential? • Supporting Marina Center as it continues to grow. • Providing services and academic support to the MPC community 	<p>skills into English 1A or other required course.</p> <ul style="list-style-type: none"> • Alma/Primo provides a modernized search interface, integration with SSO. • State support of Alma/Primo can help us re-focus funding to most needed areas. • Acceleration and AB 705 may help us provide more information literacy instructions.
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Creative Arts			
Business and Technology			
Public Safety Training Center			
EOPS			
TRIO			
Dual Enrollment			
Older Adult/Continuing Ed			