



MONTEREY PENINSULA
COLLEGE

A nighttime photograph of a modern building with large windows, illuminated from within. The building is dark against a deep blue night sky. The windows are brightly lit, showing interior details. In the foreground, there is a wet parking lot reflecting the lights, and some greenery. A semi-transparent white banner is overlaid on the bottom half of the image, containing the title text.

EDUCATIONAL MASTER PLAN
2020-2025

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Welcome from the President



Over the past 18 months, the Monterey Peninsula College community has dedicated great time, effort, and reflection to create a plan—the MPC Educational Master Plan—that will help us become the college we want to be.

The Educational Master Plan (EMP) sets the goals and strategic initiatives that will provide guidance for the college over the next five years. Importantly, the EMP drives the College’s planning and decision-making processes as we advance the College’s mission. As MPC enters into the next phase of growth and service to our region, the EMP captures not just who we are, but what we, as a college, aspire to become.

MPC is a vibrant institution of higher learning, delivering high-quality education and transforming the lives of our students. The EMP strives to be comprehensive in order to provide support for all students whether the goal is to earn a certificate or an associate degree, transfer to a four-year university, update job skills, train for a new career, or enrich one’s personal life.

I wish to thank our excellent and caring faculty, staff, administrators, and Board of Trustees for their collaborative work to produce this plan. Our work doesn’t stop here. We continue by integrating the goals and initiatives into the daily work we do to improve the lives of our students and the opportunities within the communities we serve.

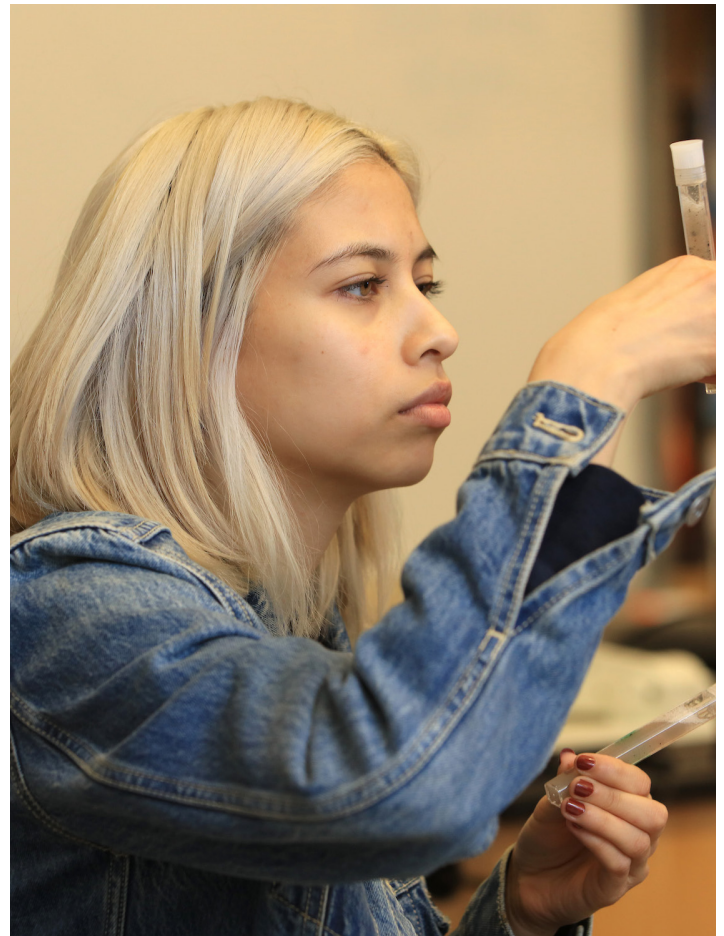
Mr. David Martin
Interim Superintendent/President



The Monterey Peninsula College (MPC) Educational Master Plan (EMP) is the document that guides the College's next planning cycle and reaffirms our commitment to success for all students by providing the programs, resources, and services that empower them to achieve their individual educational goals.

Over a one-and-a-half-year period, MPC faculty, staff, administration, and students reviewed internal and external data trends and engaged in purposeful and collaborative dialogue to decide how best to advance the mission of the College. College governance teams considered anticipated changes in regional demographics, local economic and community demands, and evolving student needs to forge four key institutional-level goals. The plan itself covers a five-year period and provides the empirical foundation for the Facilities Master Plan and the Technology Master Plan, which will identify the physical, human, financial, and technological resources needed to reach the four goals identified in the EMP.

Key strategic initiatives set focused and well-defined objectives that the College will undertake in order to meet the EMP goals. Existing and emerging college operational plans, such as the Student Equity Plan and the Guided Pathways Scale of Adoption Self-Assessment and work team recommendations, shape the strategic initiatives into specific, observable actions grounded in the day-to-day work of the College.



History of MPC

Monterey Peninsula College serves the coastal communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside, as well as the portion of the central coast extending south just beyond the community of Big Sur. The Monterey Peninsula College Community College District (MPCCCD) service area consists of 665 square miles, representing approximately one-fifth of the area of Monterey County. It is bordered on the north and east by the Hartnell Community College District and on the south by the county line that abuts the San Luis Obispo Community College District.

Monterey Peninsula College (MPC) began operations in the fall of 1947 and opened classes the following year. Originally a part of the Monterey Union High School District, the College became its own junior college district in 1961. As the need for post-secondary education continued to grow in the region, MPC continued to expand its facilities to meet the needs of the growing student population. The engineering building was constructed in 1958, the original library in 1960, and the art and music center and swimming pool in 1962. In 1965, the district constructed new buildings for business, humanities, life science, physical education, physical science, and social science. The lecture forum, theater, and College Center were also part of this 1965 campus renewal and expansion.

In 1983, Monterey Peninsula College opened the Maurine Church Coburn School of Nursing which is operated, in part, with funds from the Community Hospital Foundation. As the demand for additional offerings increased, MPC shepherded and the local voters approved a \$145 million bond

in 2002 for facilities infrastructure and equipment at the College. Funds from the bond continued to support the programmatic and resource needs in MPC's Educational Master Plan and Facilities Master Plan until 2019.

In 1993, Ft. Ord was closed as a military installation and through the cooperative efforts of MPC and federal, state, and local government agencies, much of the area was repurposed as the Ft. Ord Education Center to meet the educational needs in the communities residing in the north side of the District's service area. The Marina property is the location for developmental and general education offerings, maintaining the original emphasis of the Center as an access point to higher education; the Marina site is known as the Education Center at Marina. The location is a prime asset for the College to expand its programs and services in the current planning cycle.

Monterey Peninsula College continues to evolve to meet existing and emerging student needs. The 2020-2025 EMP represents the best thinking of the institution to assess and respond to current information and anticipated changes and opportunities for the district. The EMP serves as a map to guide and inform the programs, plans, and processes to advance our mission and foster the success of all of our students, regardless of their unique educational goals. To that end, the plan is designed to be comprehensive but nimble, based on actionable evidence that will inform and direct the institutional priorities over the coming planning cycle.

MISSION STATEMENT

Monterey Peninsula College is an open-access institution that fosters 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 lifelong learning opportunities.

—Adopted by the Governing Board, October 22, 2014

MPC is committed to providing an educational environment for all students that emphasizes inclusiveness and equity-minded principles to be addressed in each of the EMP goals.

2020-2025 EMP GOALS

1

EXCELLENT EDUCATION:

Provide programs and services that meet student and community needs.

2

COMPLETION CULTURE:

Provide programs, resources, and services that empower students to achieve their educational goals.

3

INNOVATIVE ENVIRONMENT:

Provide state-of-the-art and sustainable learning environments, technology, and facilities to support student success.

4

CAMPUS COMMUNITY:

Foster an organizational culture that supports collaboration, professional growth, and leadership development.



The creation of the Educational Master Plan (EMP) began in July 2018 and consisted of three distinct phases: planning, data gathering, and goal setting.

THE PLANNING PHASE

The Planning, Research, and Institutional Effectiveness Committee (PRIEC) developed the process and timeline to ensure that the plan was completed on time, that constituent groups were able to provide input, and that progress on the plan was communicated in a timely manner to the College and the community.

Key milestones in this phase of the process included:

- [EMP Development Process Planning](#)
- [EMP Development Process: High-Level Outline](#)

THE DATA GATHERING PHASE

During this next stage of the EMP development process, the College gathered quantitative and qualitative evidence in order to identify the current and emerging educational needs of the region, the College's current capacity to meet those needs, and areas of potential growth in order to advance the College's mission.

This stage of the process included the following key milestones:

- [Institutional Action Plan](#) – An evaluation of the work done to achieve the previous set of institutional goals.
- [External Scan](#) – A review of the key factors impacting the educational needs of the MPCCD's service area, including demographic trends, education trends, economic indicators, and equity indicators.
- [Internal Scan](#) – An examination of the key metrics that describe our students and processes, such as enrollment patterns, success rates, and throughput measures.
- [SWOT Analysis](#) – A consideration of the strengths, weaknesses, opportunities, and challenges of the College and the region noted in community surveys administered to K-12 leadership, university partners, business leaders, and college employees.
- [College Forums](#) and Governance Discussions – A consideration of feedback provided in interviews, class visits, and listening sessions with students, staff, faculty, administration, and governance groups
- Community Forums and Outreach – A consideration of feedback provided in interviews and listening sessions with community residents, business partners, and educational leaders.

THE GOAL SETTING PHASE

After the conclusion of the data-gathering stage, the PRIEC, in consultation with the Academic Senate, identified the key themes emerging from the evidence. The committee then developed and prioritized a set of institutional goals that were shared with the College's advisory groups and committees for feedback. Important to note, the Senate provided guidance and direction to the PRIEC throughout the goal and strategic initiative development process. Following approval at Senate, the goals were submitted to the Board of Trustees for review. Once approved by the Board, the PRIEC, in cooperation with the College's advisory groups and committees, identified a set of strategic initiatives that would be directional beacons for progress on the goals.

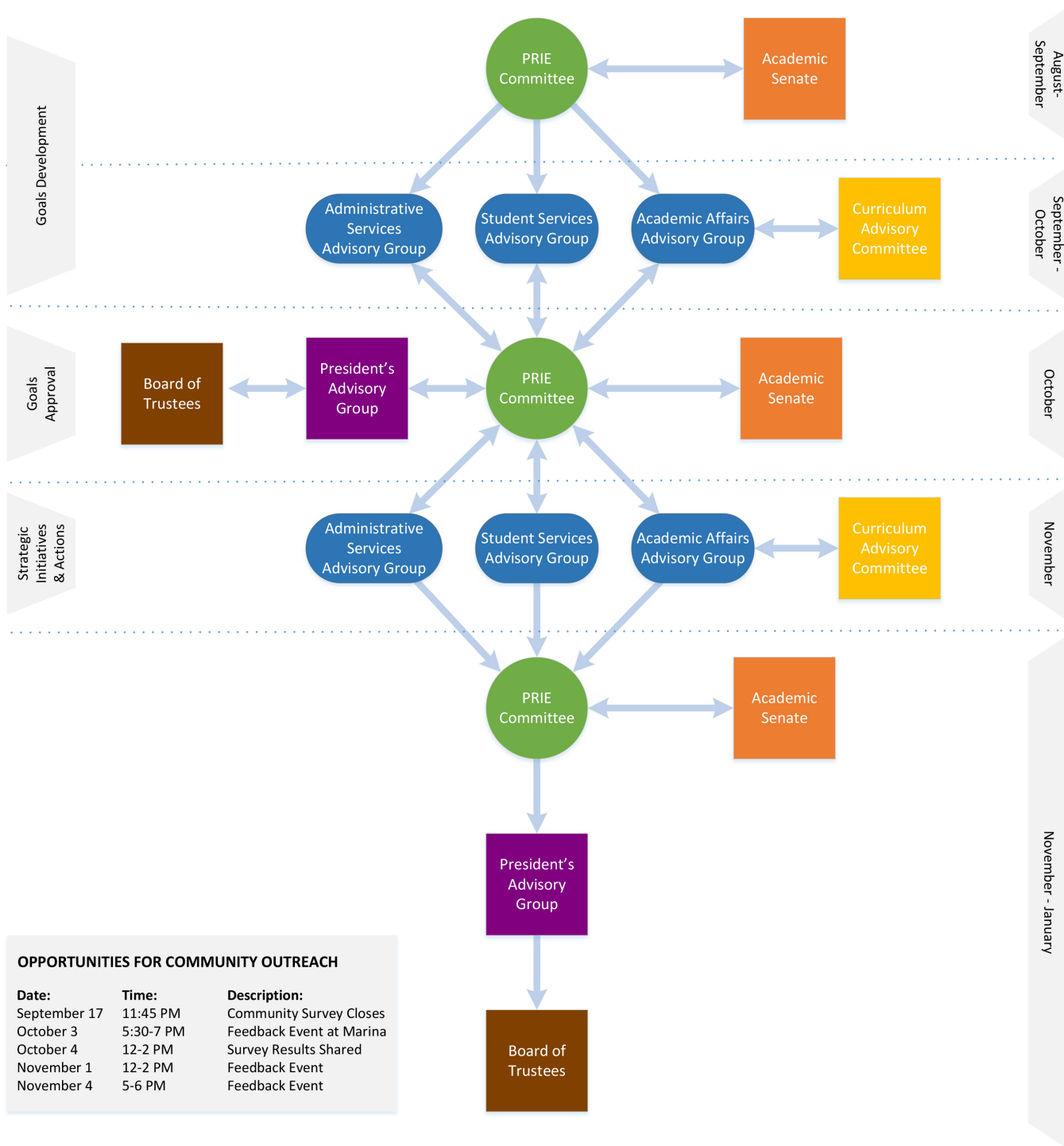
This stage of the process included the following key milestones:

- Goal Development – The creation of a set of manageable, yet aspirational goals to direct the institution over the next planning cycle.
- Strategic Initiative Development – The identification of a set of broad actions and activities that would identify how the College would reach its goals and guide campus planning.
- Board Involvement – Regular updates to and involvement of the Governing Board through study sessions, presentations, and written reports.
- Governance Participation – Active participation of the College's advisory groups and committees, including Associated Students of MPC (ASMPC) and Academic Senate.



EMP Process Diagram

INSTITUTIONAL GOALS AND STRATEGIC INITIATIVES & ACTIONS DEVELOPMENT PROCESS





CCC CHANCELLOR'S OFFICE MANDATES

VISION FOR SUCCESS

In 2017, the California Community College Chancellor's Office (CCCCO) published [Vision for Success: Strengthening the California Community Colleges to Meet California's Need](#). The Chancellor's system wide goals aim to:

- Increase degree and certificate completion.
- Increase the number of students transferring to CSU and UC systems.
- Reduce the number of units accumulated by students earning degrees.
- Increase the percentage of CTE students employed in their field of study as well as increase median wages.
- Decrease equity gaps across all of the above measures.

All California community colleges, including MPC, have established board-approved local goals in support of the CCCCCO's system wide goals.

There are seven core commitments to achieving the Vision for Success:

1. Focus relentlessly on students' end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems

In order to fulfill these commitments, the Chancellor's Office has adopted a focus on student equity, the [Guided Pathways](#) framework, and direct placement into college-level coursework in English and math ([AB 705](#)). Each of these is described on the following pages.

GUIDED PATHWAYS

CCC CHANCELLOR'S OFFICE MANDATES

GUIDED PATHWAYS

In “navigating toward the North Star” of the *Vision for Success*, the California Community College Chancellor’s Office (CCCCO) established the Guided Pathways initiative “as an organizing framework to align and guide all initiatives aimed at improving student success.” This one-time, five-year grant is intended to “give colleges the means and motivation” to evaluate and enact transformational change to college structures, policies, and processes in order to meet a set of identified statewide essential practices, all of which fall under one of four pillars (areas of focus):

- **Clarify the Path:** Create clear curricular pathways to employment and further education
- **Enter the Path:** Help students choose and enter their pathway
- **Stay on the Path:** Help students persist to their goals
- **Ensure Learning:** Ensure that learning is happening with intentional results

Each of the goals that are set forth in Monterey Peninsula College’s Education Master Plan aligns with one or more of the Guided Pathways essential practices as outlined in the [CCCCO Scale of Adoption Self-Assessment \(SOAA\)](#), the resource with which California community colleges measure progress of plan implementation and integration. Moreover, as equity is integral to the mission of Guided Pathways, each of the Guided Pathways four pillars is framed by a set of equity considerations.

Together, these essential practices and equity considerations inform not only the Education Master Plan goals but also the strategic initiatives to meet these goals.



CCC CHANCELLOR'S OFFICE MANDATES

AB 705: STREAMLINED PLACEMENTS INTO COLLEGE-LEVEL ENGLISH & MATH

Recognizing that assessment tests tend to under-place students and that high school performance is a more accurate indicator of success in transfer level courses (when compared to standardized placement tests), [AB 705](#) was passed in 2017 to improve students' completion rates in transfer-level English and math and minimize disproportionate impact resulting from inaccurate placement processes. To that end, AB 705 "requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe."

Colleges are required to use high school coursework, high school grades, and high school grade point average as multiple measures for assessment and placement into English and math courses. Additionally, as part of their assessment process, colleges may use guided self-placement whenever high school transcript data is unavailable.

While it recognizes that English as a Second Language is distinct from remedial English, the legislation additionally requires that community colleges reduce English as a Second Language (ESL) credit coursework as a means of helping students complete their educational goals in a timely manner. To this end, colleges shall use evidence-based multiple measures to place students into English as a Second Language coursework, and English as a Second Language placements and sequences should allow students to complete degree and transfer requirements in English within three years.

In guiding California community colleges toward compliance with AB 705, the CCCC has emphasized the need for strong co-curricular and non-curricular support, and for academic and student services areas to collaborate on and integrate interventions for underprepared students.

Currently, the College's implementation of AB 705 includes additional co-curricular support to aid students in successfully completing coursework. The English and Math Departments have created two-unit support courses for transfer level English (ENGL 1A), Statistics (MATH 16), Pre-Calculus (MATH 13), and Calculus and Analytic Geometry for Biology/Social Science/Business (MATH 18) courses that offer additional instruction and extended time with the course instructor to reinforce and review core skills, competencies, and concepts.



Equity-Minded Principles

MPC is committed to providing an educational environment for all students that emphasizes inclusiveness and equity-minded principles to be addressed in each of the EMP goals. In this way, the EMP fosters:

- Instruction, services, and activities designed to accommodate differences in the contexts of student's learning while reducing disproportionate impact as outlined in the following: [Student Equity Plan, 2019-2022](#), department program review/action plans, and AB 705 implementation. In addition, several campus-based strategic initiatives have been identified to operationalize programs and services that connect, nurture, and value student populations historically underrepresented in higher education. The Center for Excellence in Transfer, College "Readiness," and Opportunities' ([EL CENTRO](#)) focus is to enhance degree completion and transfer among Hispanic/Latinx and other underserved populations. Likewise, MPC's recent (2019) affiliation with [Umoja](#) combines the equity principles of community and culture along with academic readiness and success for African-American students and other underrepresented groups.
- Equity in policy, procedures, perspectives, and positions, which are recognized and acknowledged through various means, including the [Board's Resolution of Support and Commitment to Undocumented Students](#) and professional development opportunities. Additionally, [Safe Spaces](#) professional development training is afforded to the campus community to heighten awareness and sensitivity to underserved populations.
- Inclusion of varied voices in the organizational culture of the College, which are embedded in college wide activities and events. The Flex Day Committee, in collaboration with the Equal Employment Opportunity Committee (EEOC) and the Student Equity and Achievement (SEA) program hosts keynote addresses by diversity and inclusion experts on an annual basis. The recently-funded [Hispanic Serving Institution](#) (HSI) grant specifically allocates funds to expand faculty and staff appreciation, knowledge, and expertise in serving Hispanic/Latinx and other underserved student populations. In addition, the LGBTQIA+, Gender, Racial, and Ethnic Diversity Advocacy Committee, and the recently formed Dreamers in Action Club are engaged in the College's participatory governance structure.
- Diversity of people and perspectives in our decision-making is evidenced by MPC's commitment to seek funding through the [Immigrants Rising](#) Fund. MPC was one of 23 community colleges funded under the [Catalyst Grant](#), aimed to increase support services to undocumented student populations. The expansion of inreach and outreach efforts combined with engaging community and family support are the cornerstones of the grant, which, at the same time, focuses on increasing professional development and cultural sensitivity training for the entire campus community. Most notably, the Catalyst grant funded [Undocumented Student Action Week Activities](#). MPC's successful implementation of the Catalyst Grant goals and objectives has afforded the College a second year of funding to further expand services and activities to our undocumented student population.



Accreditation Standards

Monterey Peninsula College is accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) of the Western Association of Schools and Colleges (WASC), the regional body recognized for oversight of two-year institutions by both the [Council for Higher Education Accreditation](#) (CHEA) and the U.S. Department of Education.

In addition, MPC is accredited by the appropriate state and programmatic accreditors for the following programs:

- Automobile Technician Training Program ([NATEF Master Automobile Service Technology](#))
- Dental Assisting ([California State Board of Dental Examiners](#))
- Emergency Medical Technician ([County of Monterey Health Department](#))
- Fire Academy ([California State Fire Marshal](#))
- Law Enforcement Academy ([Commission on Peace Officer Standards and Training](#))
- Massage Therapy ([California Massage Therapy Council](#))
- Medical Assisting ([American Medical Technologists](#))
- Nursing ([California Board of Registered Nursing](#) and [Accreditation Commission for Education in Nursing](#))

As an accredited institution, MPC commits to a set of standards that addresses a wide range of college operations and processes defining and promoting student success, academic quality, institutional integrity, and excellence. The EMP provides a framework for the institutional goals and describes the means through which MPC will help students learn and achieve their goals and improve what the College does through ongoing, systematic, and integrated evaluation and planning.



Findings & Trends

EVIDENCE-BASED GOAL SETTING

Monterey Peninsula College commits to data-informed decision-making and planning processes. To develop EMP goals that meet the needs of our service area over the next five-year cycle, the College conducted an environmental scan consisting of two components:

- An external scan of the community to determine the demographic, employment, income, and social and educational attainment trends of the region.
- An internal scan to identify enrollment, equity, and student success trends, including both momentum points and terminal outcomes.

In addition, the College captured qualitative data from community and campus forums as well as from a campus and community survey. These data sources helped identify existing and emerging District education needs as well as the College's ability to meet these needs. Dialogue also took place about aligning MPC's internal processes with evolving community education needs. It is through these discussions that the new EMP goals and strategic initiatives were developed to improve the work of the College.

KEY FINDINGS FROM THE EXTERNAL SCAN

The [complete external scan](#) provides a detailed analysis of demographic, social, and economic measures. Key findings from the data are listed below. All data reflect the MPC service area except where otherwise noted.

Educational Attainment

- The communities of Marina, Sand City, and Seaside have the highest percentages of residents over 25 without a high school diploma. In addition, these cities have the lowest rates of baccalaureate degree attainment.
- Enrollment at K-12 districts within the MPC service area have been relatively stable over the past 5 years.

Equity and Access

- English is the primary language in the majority of all communities in MPC's district. However, compared to other communities in MPC's district, the following areas have higher percentages of residents that speak a language other than English at home:
 - » Big Sur, Sand City, and Seaside: Spanish
 - » Marina: Spanish and languages of Asia and the Pacific Islands
- All communities except Seaside have a majority of White residents. Seaside more closely mirrors Monterey County's demographics, with 44.2% Hispanic/Latinx and 30.2% White residents.
- Groups that have been historically underrepresented in higher education tend to live in the northern portion of MPC's service area as well as in Big Sur.

Population

- Marina, Seaside, and Sand City currently have the highest population density of the communities in MPC's district, and this trend is forecasted to continue. Similarly, the communities of Del Rey Oaks, Marina, and Sand City are expected to see the largest increases in population and housing units.
- Many areas of MPC's district have a higher percentage of veterans than Monterey County as a whole. Areas with greater than 10% veteran populations include Carmel-By-the-Sea, Del Monte Forest, Del Rey Oaks, Marina, Monterey, and Pacific Grove.
- Age demographics differ among communities within the MPC District. Carmel-by-the-Sea and Del Monte Forest have the highest percentages of residents 65 years and older. By contrast, Marina, Sand City, and Seaside have the highest percentage of residents under age 15. The percentage of residents aged 20-24 is higher than the county average in Del Monte Forest, Monterey, Marina, and Seaside.

Employment

- Unemployment rates among the civilian labor force are below the statewide rate of 5.5%; Carmel Valley Village (5.8%) is the exception. The following groups have higher unemployment rates:
 - » Females with their own children under age 18
 - » Black or African-American residents, particularly in Marina and Seaside
 - » Hispanic/Latinx residents from Carmel Valley Village and Del Rey Oaks (however, the estimated population for these groups are low)
- Carmel-by-the-Sea and Del Monte Forest have the highest percentages of residents not in the labor force.
- Marina and Monterey are projected to have the greatest increase in total jobs over the next 20 years.

Findings & Trends

KEY FINDINGS FROM THE INTERNAL SCAN

In the internal review component of the environmental scan, the College conducted a [scan](#) to review of internal issues and trends that are relevant to MPC including enrollment fluctuations, shifts in course offerings and delivery, and changes in organizational structure. The results were used to help the College identify gaps in current operations, brainstorm ways to bolster existing systems and processes, and identify areas for growth, expansion, and innovation to better meet community needs.

Student Demographics

- **Gender:** In 2017-18, MPC's students were 50% female, 47% male. Generally speaking, female students are more represented than males except at the Public Safety Training Center. Male students are more likely to be represented at the Public Safety Training Center and at the Monterey campus than at the Marina Education Center or online.
- **Age:** From 2013-14 to 2017-18 the percentage of students under 25 has increased (from 40.8% to 47.9%) while the number of students over 40 has decreased (from 28.5% to 23.3%).
- **Race/Ethnicity:** In 2017-18, the composition of MPC students was White (39.4%) and Hispanic/Latinx (38.7%). Hispanic/Latinx students are more represented at the Marina Education Center and in distance education courses, while White students are more represented at the Public Safety Training Center and the Monterey campus.
- **Students' Place of Residence:** In 2017-2018, MPC served 7,103 students in its service area and 5,815 students from outside its service area. Salinas, the city that the largest number of students list as their residence, is outside of MPC's service area.
- **High School Matriculation:** In Fall 2017, 1,246 high school graduates matriculated directly into MPC following their high school graduation in the spring. Of these students, 413 were from public high schools in the three K-12 districts within MPC's service area. Another 431 students were from other public high schools in Monterey, San Benito, and Santa Cruz counties. The remaining 402 students were from other public or private high schools.
- **Financial Aid Use:** From 2013-14 to 2017-18, the number of students receiving financial aid in the form of either a Pell Grant or California Promise award (formerly, BOG Fee Waiver) increased from 4,266 to 4,778 students.

Students' Informed Educational Goals

- **Degree, Certificate, and Transfer:** Increased from 52.3% in Fall 2014 to 58.2% of students in Fall 2017; 48.9% of students with this goal were Hispanic/Latinx; 30.2% were White. This goal is particularly notable among students enrolled in courses at the Marina Education Center (70%) and in distance education courses (76%).
- **Job/Career/Skill Development:** Approximately, 14% of all students in fall 2017 reported this goal; 48.2% were White, and 28.1% were Hispanic/Latinx; 19.6% were over age 50. More male students report this goal than female students.
- **Personal Development/Enrichment:** Decreased from 11.4% in 2014 to 8.5% of students in Fall 2017; 60% were White, while 20% were Asian and 20% were Hispanic/Latinx; the majority (57.2%) of these students were over 50.

Progress & Momentum

- **Full-time vs. Part-Time Status:** In Fall 2017, 29% of students were full-time (defined as 12+ units), compared to 22% in Fall 2013; 65% were part-time (12 units or less), and 6% were non-credit.
- **Unit Accumulation:** In 2016-17: MPC students earning an associate degree accumulated an average of 82 units.
- **Fall-to-Spring Persistence:** In 2016-17: 63% of students were retained from Fall 2016 to Spring 2017.
- **College-Readiness:** In 2016-17: 9% of students with degree/transfer goal completed both transfer-level math and English in their first academic year.

Student Achievement

- **Course Success:** In Fall 2017, the overall course success rate was 70.3%, above the institution-set standard for 2017-18 (69.1%).
 - » White and Asian/Asian-American students have consistently the highest course success rates (81.4%), followed by Hispanic/Latinx students (71.4%) and Black/African-American students (69.1%).
 - » Younger students (under age 25) have consistently lower course success rates than older students (age 40 and older).
 - » The average success rate in online courses has been increasing over the past four fall terms to come within 10 percentage points of the face-to-face course success rate (63% compared to 73% in Fall 2017).
- **Degree & Certificate Completion:** In 2017-18: MPC's awarded its largest single number of program awards (1,093).
 - » More Hispanic/Latinx students get Associate Degrees for Transfer (AD-Ts), while more White students get AA/AS degrees.
 - » Female students complete AD-Ts, associates degrees, certificates of achievement, and certificates of completion at higher rates than male students. Male students complete certificates of training at a higher rate than female students.

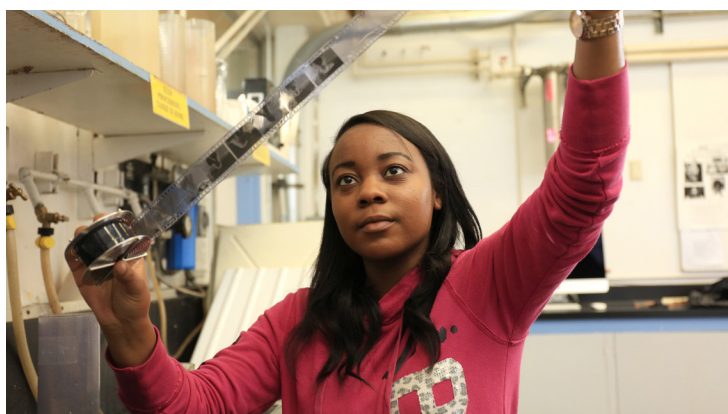
Findings & Trends

KEY FINDINGS FROM CAMPUS AND COMMUNITY FORUMS, ADVISORY GROUP INPUT

The College conducted campus and community forums ([2018](#), 2019) where residents, business and educational professionals, students, and college personnel could provide input on the goals in conversations facilitated by the President and members of the Planning, Research, and Institutional Effectiveness (PRIE) Office. The conversation about prospective goals also took place in the three key advisory groups (Academic Affairs Advisory Group, Student Services Advisory Group, and Administrative Services Advisory Group), whose feedback was taken back to PRIEC for consideration and review. Key college committees and governance groups also provided perspectives and suggestions on the goals, including the Associated Students of Monterey Peninsula College and the Technology Committee.

Analysis of forum minutes revealed the following key themes:

- The Fort Ord Education Center, including the Marina Education Center, is a viable resource for the District, particularly in the delivery of programs and services for residents of Sand City, Seaside and Marina.
- Alternative curricular pathways should be investigated for untapped and emerging populations for whom access to current academic programs, platforms, and venues remains a hurdle or burden.
- A stronger emphasis on diversity and inclusion is warranted with particular attention to equity achievement gaps.
- Bolstering MPC's technological and facilities infrastructure is necessary, not only to expand and foster new innovation, but also to maintain existing programs and services.
- Student support services currently offered through grants and initiatives should be scaled for access by all students.
- Actions developed to meet EMP goals should reflect a campus culture of inquiry and data-informed decision making. The College needs to develop actions to meet the stated goals that are evidence-based and which emphasize great use of and access to research findings, especially in the display and the democratization of data for all faculty and staff.



KEY FINDINGS OF THE STRATEGIC PLANNING SURVEY

Stakeholders were given an opportunity to provide input through a strategic planning survey, based on a Strengths, Weaknesses, Opportunities, and Threats (SWOT) assessment. Each of the four SWOT components mapped to an open-ended survey question.

The analysis of the [survey results](#) revealed several themes that had the potential to inform goal development:

- **Partnerships/Connections**
 - » Dual enrollment with K-12
 - » Nearby four-year institutions
 - » Local industries (including agriculture, ocean, tourism and hospitality, and environmental sustainability)
- **Curriculum/ Scheduling/Programs**
 - » Hands-on learning opportunities
 - » Engagement with local advisory boards
 - » Relevant programs and instruction
 - » Expanded offerings:
 - Fridays, evenings, and weekends
 - Marina Education Center and service to Marina and Seaside populations
 - Courses taught in Spanish
 - Programs that align with local labor markets
- **Operations/Systems/Technology needs**
 - » Enterprise Resource Planning (ERP) system
 - » Upgraded infrastructure
 - » Alignment and coordination across functional areas
- **Funding**
 - » Student Centered Funding Formula
 - » Perceived lack of external grants
 - » Need for a facilities bond



Excellent Education

GOAL 1: Excellent Education

Provide programs and services that meet student and community needs.

Monterey Peninsula College is committed to providing high quality instructional programs to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

GOAL ALIGNS WITH:

- [Vision for Success Core Commitment](#)
 - » Design and decide with students in mind.
- [Guided Pathways Essential Practices:](#)
 - » Design programs to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
 - » Provide detailed information on the college's website on employment and further educational opportunities targeted by each program.
 - » Engage students across instructional programs (especially in introductory courses) in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
 - » Provide students ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.
- [Student Equity Plan](#) Goals/Activities
 - » Foster curriculum development.
- [AB 705](#) Legislation
 - » Place students directly into college-level math and English courses.
- MPC's [External Scan](#)
 - » Provide expanded outreach to underserved populations in district areas.

ASSOCIATED STRATEGIC INITIATIVES

- **Access to Educational Programs and Support.** Expand programs and student services at the Marina Education Center and the Public Safety Training Center, as well as online and for working adults and K-12 students, to further serve the educational needs of our community.
 - » **Marina Education Center:** Develop an identity and offer relevant programs and services to further serve the educational needs of all students with particular emphasis on the communities of Marina, Sand City, and Seaside.
 - » **Public Safety Training Center:** Establish the PSTC as a premier destination for professional development, skill development, and certificate and degree completion for current and future public safety personnel.
 - » **Online Programs:** Expand online course offerings and student services to facilitate completion of degree programs.
 - » **Working Adults:** Develop a schedule of courses in support of degree completion for working adults.
 - » **K-14 Partnerships:** Work with area elementary, middle, and high schools, as well as adult education, develop and expand partnerships in response to community needs.
- **Transfer and Career Programs.** Review and enhance educational programs to provide students with relevant workplace and transfer knowledge and skills.
 - » **Transfer Pathways:** Strengthen and expand partnership, transfer, and articulation agreements with 4-year institutions to increase/promote student transfer.
 - » **Career Education:** Strengthen, expand, and further align career education programs with the needs of current and future labor markets, and provide opportunities to develop workplace knowledge and skills to satisfy regional demand.
 - » **Experiential Learning:** Expand opportunities for internships, externships, work-based learning, hands-on classroom projects, portfolio development, and resumé building.
 - » **English Language Learners:** Expand opportunities for students to develop foundational language and workplace skills that will contribute to success in career and transfer pathways.
- **Community Education.** Build a robust community education program that meets the needs of community members seeking personal enrichment, personal improvement, and lifelong learning.
- **International Student Program.** Expand and enhance educational programs and services designed to provide access to and support for international students.

POTENTIAL INDICATORS OF GOAL SUCCESS

(Where feasible, the indicators are disaggregated by various student subpopulations)

- The number of programs and services offered for each initiative, by location and modality
- Demographics of community vs. students by program, location, and modality
- Number of partnerships with local high schools, CSUMB, businesses, and government districts
- Community awareness, engagement, and satisfaction with MPC offerings
- FTES and center status for Ft. Ord Education Center

Completion Culture

GOAL 2: Completion Culture

Provide programs, resources, and services that empower students to achieve their educational goals.

Monterey Peninsula College is committed to assisting students in completing their individual educational goals. As such, the College seeks to ensure that all aspects of the student experience — from outreach to students' goal completion — are designed, aligned, and implemented to support student success.

GOAL ALIGNS WITH:

- [Vision for Success Core Commitments](#)
 - » Focus relentlessly on students' end goals.
 - » Pair high expectations with high support.
- [Guided Pathways Essential Practices](#)
 - » Map clearly all programs to serve and guide students in efficient program completion while identifying key progress milestones.
 - » Schedule courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
 - » Help every new student to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
 - » Provide supports to help academically underprepared students to succeed in the “gateway” courses to the college's major program areas as well as in transfer-level English and math courses.
 - » Alert advisors and students when students are at risk of falling off their program plans and ensure the college has policies and supports in place to intervene in ways that help students get back on track.
 - » Work with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
- [Student Equity Plan](#) Goals/Activities
 - » Increase completion of transfer-level math and English.
 - » Provide a clearer vision of completion.
 - » Augment academic support resources and opportunities for students.
 - » Increase access to and availability of student support services and resources.
 - » Enhance follow-up support.
 - » Foster a culture of transfer.
- MPC's [Internal Scan](#)
 - » Attend to differential course success rates for subpopulations.
 - » Focus efforts on degree or certificate completion and transfer to match the most common student educational goal.

ASSOCIATED STRATEGIC INITIATIVES

- **Effective Strategic Enrollment Management.** Develop and implement a strategic enrollment management plan that aligns outreach and recruitment, admissions, financial aid, educational pathways, class scheduling, instruction, academic and learning support, and student services.
- **Systems to Support Student Completion.** Implement, expand, and enhance systems and processes designed to monitor student performance in course work; track and monitor student progress toward degree completion; identify students needing assistance; manage referrals for support and interventions; and facilitate communication between instruction and student services, including outreach, interventions, and other student support.
- **Academic Guidance.** Provide comprehensive support to help students understand and navigate college systems in order to determine and accomplish their academic and career goals.
- **Support for Underserved Populations.** Implement programs and services designed to support the success of underserved populations.
- **Academic and Learning Support.** Provide robust academic and learning support services; promote a culture of information literacy knowledge, skills, and habits; promote cohort-based learning communities and affinity groups to support acceleration, retention, and completion.
- **Communication.** Develop and implement a plan to promote academic programming and student services designed to help guide students in choosing their path and completing their academic goals.
- **Dual Enrollment.** Provide high school students with early access to college coursework to encourage exploration of college majors, accelerate progress toward degrees and certificates, and build a college-going culture.

POTENTIAL INDICATORS OF GOAL SUCCESS

(Where feasible, the indicators are disaggregated by various student subpopulations)

- Number of Pell, Promise, AB 540 recipients
- Student awareness, engagement, and satisfaction with programs & services
- Attainment of learning outcomes at the course and program levels
- Completion (course, milestone, attrition, time to degree)
- Numbers of transfers, degrees and certificates
- Employment outcomes

GOAL 3: Innovative Environment

Provide state-of-the-art and sustainable learning environments, technology, and facilities to support student success.

Monterey Peninsula College recognizes the importance of maintaining and enhancing an innovative environment to support high quality instruction and promote student success. An innovative educational environment includes sustainable campus facilities and technologies that meet the needs of the College and the community today and in the future.

Innovative environment, as the College defines it, refers to campus facilities, technology, and resources that collectively promote creative and progressive academic programs and student services.

GOAL ALIGNS WITH:

- [Vision for Success Core Commitment](#)
 - » Enable action and thoughtful innovation.
- [Guided Pathways Essential Practices](#)
 - » Provide technology and resources to facilitate communication, information sharing, instruction, and services to promote student success.
- [Student Equity Plan](#) Goals/Activities
 - » Increase the availability of academic support resources and opportunities for students.
 - » Provide greater follow-up support.
- Community Access
 - » Increase community access to continuing education and campus connection.

ASSOCIATED STRATEGIC INITIATIVES

- **Instructional Materials, Supplies, Furniture, and Equipment Plan.** Address ongoing needs related to the instructional materials, supplies, furniture, and equipment necessary for delivering instruction and student services, meeting demand for enrollment, and supporting environmental sustainability.
- **Facility Needs.** Expand, renovate, modernize, and sustain facilities to support teaching and learning; emphasize safety, security, and environmental sustainability; and improve campus signage to provide a welcoming environment that is easy to navigate.
- **Technology Software.** Implement software, including an enterprise resource planning (ERP) system to streamline processes; ensure the integrity and security of data and systems; and enhance student onboarding, academic progress, and completion.
- **Technology Hardware Infrastructure.** Integrate new and enhanced technology and develop a plan for sustaining ongoing technology refreshment needs (e.g., data center, wiring, servers, switches, classroom technology, wifi, and digital signage) to improve functional usage of technology by students, faculty, and staff.
- **Library.** Expand and enhance access to library services, resources, collections, and modern, dynamic learning spaces necessary to stimulate creativity and support research, teaching, and learning.

POTENTIAL INDICATORS OF GOAL SUCCESS

- Condition ratings for facilities
- Energy utilization
- Space utilization
- Operational costs for technology
- Assessment of technology vs. industry standards
- Student and Faculty/Staff usage and satisfaction with facilities and technology tools

Campus Community

GOAL 4: Campus Community

Foster an organizational culture that supports collaboration, professional growth, and leadership development.

Monterey Peninsula College's faculty, staff, and administrators recognize the importance of fostering an organizational culture that is built upon a strong foundation of communication, respect, and teamwork in order to fulfill our commitment to student success.

GOAL ALIGNS WITH:

- [Vision for Success Core Commitment](#)
 - » Take ownership of goals and performance.
- [Guided Pathways Essential Practices](#)
 - » Use results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.
 - » Assess college effectiveness of educational practice and use the results to create targeted professional development.
- [Student Equity Plan](#) Goals/Activities
 - » Enhance professional development opportunities for all campus constituencies.
 - » Foster a welcoming environment that increases engagement and sense of belonging.
 - » Promote curriculum development.

ASSOCIATED STRATEGIC INITIATIVES

- **Organizational Structure.** Examine the College's organizational structure and continue to align positions to enhance support for strategic initiatives and increase campus-wide collaboration.
 - **Work Environment.** Advance a positive work environment by ascribing value to employees through communication, affirmation, and collaboration, as well as creative and inclusive decision-making.
 - **Professional Growth.** Expand and sustain access to relevant and well-coordinated professional development opportunities and resources for employees in areas aligned with College strategic initiatives and operations (e.g., equity-minded principles, effective pedagogy, culturally relevant and inclusive instruction, and student success).
 - **Leadership Development.** Expand opportunities for employees to serve in new and expanded leadership roles in areas aligned with College strategic initiatives and operations.
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POTENTIAL INDICATORS OF GOAL SUCCESS

- Diversity of workforce
- Student and Faculty/Staff engagement and satisfaction
- Participation in outcomes assessment
- Professional development participation and expenditures
- Faculty and staff participation on campus committees
- Innovation spending

COLLEGE OPERATIONAL & RELATED PLANS

Progress on the strategic initiatives component of the EMP will be informed by critical work and input from advisory groups and college-wide committees through broad participation. The EMP works in conjunction with and will drive the development of the Facilities Master Plan, Technology Master Plan, and other plans and processes for meeting student needs.

FACILITIES MASTER PLAN

The Facilities Master Plan will be developed in Spring 2020 to identify and define the District's long-term facilities needs based on the Educational Master Plan's goals and strategic initiatives. The plan will identify needed campus facility expansion, renovation, and modernization projects in order to achieve the Educational Master Plan goals and strategic initiatives.

TECHNOLOGY MASTER PLAN

The Technology Master Plan will be developed in Spring 2020 and will use the Educational Master Plan goals and strategic initiatives as the framework for identifying new and emerging trends in higher education campus technology and prioritizing the College's future technology needs.



ENROLLMENT MANAGEMENT PLAN

In Fall 2019, MPC created an enrollment management committee whose charge is to create an Enrollment Management Plan that takes into consideration the regional demographics, local economic and community demands, and evolving student needs in order to forge four key institutional-level goals. Program viability and expansion will be necessary components of the Enrollment Management Plan. The Enrollment Management Plan is designed to align with the goals and priorities of the EMP.

STUDENT EQUITY PLAN

The [Student Equity and Achievement \(SEA\) Program](#) supports the transition of new students into the College by providing services that promote academic achievement and successful completion of degrees and certificates, transfer preparation, and career advancement. The College is here to help ensure students' academic success and offer a collection of services to assist all students in reaching their goals while meeting their individualized needs. To this end, the College has adopted a [Student Equity Plan](#).

The overall coordination of the Student Equity Plan is facilitated by the Student Success Committee, a college-wide operational committee providing leadership for the planning, implementation, and evaluation of the College's student success efforts.

The Student Equity Plan identifies activities to address disproportionate impact in key areas of the student pathway process including access (successful enrollment), retention from fall to spring, completion of transfer-level English and Math in the first academic year, transfer to a four-year institution, and student educational goal completion. Activities identified to help improve outcomes in each of the above areas include enhancement of professional development opportunities, increasing the availability of academic support resources and opportunities, and improving access to and the availability of student support services and resources.

All of the activities and actions under the Student Equity Plan allow the College to ensure equity in its planning through collaborative efforts toward student success that span all areas of campus and allow for interaction between student services and instructional efforts.

Participatory Governance & the EMP

The creation, implementation, and evaluation of the EMP are completed using the College's participatory governance structures. Under the MPC governance model, constituent groups contribute their perspectives and voices to institutional decision-making by making recommendations to those who have the responsibility for making final institutional decisions: the Superintendent/President and the Board of Trustees. [*The Resource Guide to Institutional Decision-Making at MPC*](#) contains information about decision-making processes and norms.

College-wide committees provide input on institutional operations and activities of ongoing importance to the College's continued growth and improvement. College-wide committees have specific charges and missions and consider evidence, engage in dialogue, and make their recommendations and reports of their work to the Academic Senate or one or more of the four advisory groups as is relevant.

In the development of the EMP, the PRIE Committee was the locus of plan production, including goal development and identification of strategic initiatives. Feedback on the goals and initiatives was presented to the College's advisory groups, relevant committees, and the Associated Students of MPC. Goals were submitted to the Board for review, input, and approval. The plan was produced and submitted to the Board for information and consideration. The Academic Senate was apprised of progress on the EMP and provided guidance and feedback throughout the process.

Since each constituent group has specific responsibilities within the College, each group has a unique role in the creation of the EMP. The Technology Committee, for example, provided information about necessary infrastructure for the delivery of information. The Facilities Committee provided input on the importance of space needs and facilities requirements for the plan. In Spring 2020, these two committees will produce master plans that will specifically identify the technological and physical resources needed to achieve EMP goals and strategic initiatives.

Implementation and evaluation of progress toward EMP goals and strategic initiatives will be conducted by the PRIE Committee with data support from the PRIE Office staff. Evaluation instruments will be developed and employed to measure the effectiveness of the EMP. Results will be shared with the President's Advisory Group and the Academic Senate. Evaluations measuring effectiveness and efficiency will be regularly administered and shared with the relevant groups to review findings and make recommendations for improved decision-making with respect to the alignment of the EMP to the College mission.

The Superintendent/President will receive all recommendations and make executive decisions relative to the College's policies and procedures. The Board of Trustees conducts oversight of the policies and approves directional documents of the College, including the mission of the institution.

The EMP and Integrated Planning

All work at MPC begins and ends with the College mission, and the foundation for all institutional planning at MPC is the Educational Master Plan. All integrated planning activities, therefore, align with the College mission, the Educational Master Plan, Institutional Goals, program review, and EMP support plans.

MONTEREY PENINSULA COLLEGE INTEGRATED PLANNING MODEL



The MPC **Mission Statement** describes MPC's broad educational purposes, intended student population, the types of degrees and certificates offered, and commitment to student learning and achievement.

MPC's long-term plan, the **Educational Master Plan**, begins with scans of internal and external data that are then used to:

- assess the College's current effectiveness in meeting its mission statement
- forecast challenges and opportunities in the

The **EMP Goals** flow from the Educational Master Plan and serve to focus the College's energies and resources to advance its mission and successfully address current and anticipated challenges and opportunities. Specific steps that will be taken to meet the goals over the short-term are identified in the Strategic Initiatives.

Program Review is the process for assessing unit-level performance and developing unit-level plans.

- A Comprehensive Program Review is completed every six years by each instructional, student services, and administrative services unit in the College.
- An Annual Program Review Update is completed each fall by all units in the College in order to identify emerging needs and inform annual budget development.

Educational Master Plan (EMP) Strategic Initiatives Support Plans include college-wide plans based on the directions established in the Education Master Plan. These include (but are not limited to):

- The Facilities Master Plan
- The Technology Master Plan
- The Guided Pathways Scale of Adoption Self Assessment
- The Student Equity Plan
- The Strategic Enrollment Management Plan

All evaluation efforts for the EMP and the strategic initiatives are set forth in the MPC [Integrated Planning Handbook](#). The role of the constituent governance groups are described in the [Resource Guide to Institutional Decision-Making at MPC](#).

Research Agenda

Evidence-based decision making is at the heart of the long-term and short-term planning efforts at the College. Given the central role that data plays in goal creation, program review, and strategic and operational plan evaluation, MPC commits to establishing an annual research agenda aligned with the Educational Master Plan.

The Director of Institutional Research will convene a research advisory council that will meet at least quarterly to provide support to:

- Develop a culture of inquiry that uses data as the basis for planning
 - » Build a common mindset for the role of research in the planning cycle
 - » Strengthen the culture of inquiry in program review and learning assessment
 - » Foster the democratization of access to and use of data through data coaching
- Create an institutional research agenda
 - » Determine and prioritize institutional research needs or areas of inquiry
 - » Establish the role and place of ad hoc research requests
 - » Establish timelines for research requests
 - » Review status of projects on the agenda
 - » Produce summary of research activities and products
- Provide guidance for
 - » Creation of data warehouse
 - » Research and methodology strategies
 - » Display and dissemination of findings
- Conduct evaluations of institutional plans and processes
 - » Assist the Planning, Research and Institutional Effectiveness Committee (PRIEC) and other relevant committees in the evaluation of progress on all plans and initiatives
 - » Conduct meta-evaluations of planning and governance processes

The Evaluation of the EMP

Progress on the EMP goals will be measured in three ways. First, the College will track the specific actions that it intends to take in order to achieve the institutional goals through college-wide operations and related plans. This will serve to achieve equity, maximize learning pathway efficiency, and increase the quality of the student collegiate experience. Second, the College will examine college performance using quantitative measures of institutional effectiveness that include, but are not limited to, the California *Vision for Success* markers and accreditation institutional set standards; additional indicators for each goal have been identified in an earlier section. Finally, the College will gather and evaluate evidence of faculty-led and other departmental innovation and creativity resulting from the College's systematic and ongoing program review and resource allocation processes.

An annual progress report will be produced to document the status of the work done on the strategic initiatives. The PRIE Committee (PRIEC) will outreach to the committee chairs and responsible parties identified for each of the respective plans that support the strategic initiatives. The PRIE Office will review and consolidate all of the evidence into one complete progress report that will be submitted to PRIEC for consideration and distribution to the Academic Senate and the President's Advisory Group for review and approval.

In addition, the PRIE Office will gather and report annually on the key performance indicators that provide credible evidence about progress towards EMP goal attainment as well as areas of challenge for the College. Sources of institutional-level performance indicators will include, where relevant, the California Vision for Success, Guided Pathways, the Student Equity and Achievement Program, accreditation institutional set standards, and locally identified measures tied to the College's unique mission. The report will be shared with the Board along with the presentation summarizing the annual progress on the EMP.

Finally, the PRIE Office will collect and synthesize all of the action plans from the program review process, whether tied to resource allocation requests or not, into a report. This report will identify areas of strength and opportunities within the program review process, which ties directly to the EMP.



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