Evaluation of Institutional Goals: 2007-2010

Goal 1. Promote academic excellence and critical thinking across all areas and disciplines.

Objective 1. **Support faculty and staff development for effective teaching, learning, and service delivery** <mark>Fred and AS</mark>

This objective remains important to MPC and should remain a focus of effort. The following list documents some of the ways that MPC addressed this objective. It is difficult to identify differences that these efforts ultimately made. We hope that some of the grants improved instruction, that some of the conferences inspired those who attended, and that the conversations with colleagues brought us closer together as a teaching community. We hope that the flex day events improved our sense of community and informed attendees about important MPC issues such as SLOs, accreditation, technology, and budgetary issues.

MPC Foundation MPC Academic Excellence Grants: From spring 2007 to fall 2009, a total of 131 individual grants totaling $122,500 was awarded to 88 individual faculty members. These grants have been used to purchase new instructional equipment, attend discipline-oriented conferences, and support student learning.

MPC Staff Development: In 2006-07, the MPC Staff Development Committee awarded approximately $30,000 to 46 faculty members to attend conferences and workshops to improve discipline expertise, learn teaching techniques, and support student learning. Significantly fewer funds were allocated in 2007-08 and none at all in 2008-09 or 2009-10. Examples of the kinds of conferences that faculty and staff members attended include Internet Librarian Conference, Shakespeare in the Classroom, National Athletic Trainer's Association Symposia, Association for Higher Education and Disability Convention.

Let's Talk about Teaching and Student Learning: Since 2007, the Academic Senate has organized a series of brown-bag discussions on a wide-ranging selection of topics, such as "Do your students get it? How do you know? What should we do about it?" "What I did at the Carmel Authors Festival," "How to Distinguish Between Basic Skills and ESL Issues in Student Writing," and "Responding to Student Writing across the Curriculum". While these sessions were not heavily attended—average attendance was around 8 faculty members—they were helpful and inspirational to those that did attend. They were also a visible indication that improvement of teaching and student learning are highly valued at MPC.

Flex Days: Organized by the Academic Senate, flex days are probably MPC's most highly utilized staff development opportunity, probably because it is required in faculty members' contracts. Many keynote addresses, presentations to all employees, and breakout have supported teaching, student learning, and service delivery. A few highlights:
Spring 2007: "Bringing Steinbeck's Grapes of Wrath into the Classroom: An Interdisciplinary Approach"
Fall 2007: "Learning how to Learn: Using Learning Style Taxonomy to support Student Success at MPC," and a motivational speech from Vinnie Soprano (get inspired at):
http://www.mpcfaculty.net/bruce_wilder/flex%20day%202007%20bolen.mov

Spring 2008: "How Children Learn about Race," "Race and intelligence," "Politics and Race," and "Residential and School Segregation in Contemporary Society."

Fall 2008: "Untimely Thoughts on the Study of History," and "Using Digital Photography in your Classroom"
Spring 2009: "Student Success is Everyone's Business," "A Look at MPC Through Students' Eyes," "Reading Between the Lives," and "Stop the Revolving Door"
Fall 2009: "Improving Students' Academic Writing"
Spring 2010: "Leaving MPC: What I have Learned in 40 Years of Teaching," and "Education for a Sustainable Future"

Review of Board and Administrative Policies and Procedures: MPC has reviewed and revised a large number of its board policies over the last three years. Many of these policies and procedures have direct impact on supporting teaching and student learning. A few examples: Program Discontinuance details the procedures and circumstances over how and when an instructional program can be discontinued. It protects the rights of students enrolled in the discontinued programs.

Academic Freedom establishes the rights of faculty and students to "examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, [MPC] maintains an atmosphere in which intellectual freedom and independence exist."
Faculty Hiring Processes establishes protocol for the most important decision we make at MPC: who to hire for our faculty positions. Recruiting and hiring the best faculty members ensures a rich educational experience for MPC students.

Gave Basic Skills a lot of Attention Accomplishments in this area are detailed under Goal 4.

Goal 1 Objective 2. Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms Fred and AS

Leadership:

Since creating and working on this goal, MPC received two recommendations on Distance Education from the accreditation visiting team. This lets us know that we were right to work on these issues. We believe that this conversation has really just begun. We now have people in place to work on these issues and they have the support of the MPC community. For the next three years, an objective should be developed that is aligned with the accreditation recommendations to "design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses." The accreditation team also noted that MPC should "develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education." Fred 4-20-10

- Considered the recommendations of two faculty groups—a CAC group and a joint Academic Senate – MPCTA group—that made initial recommendations on Distance Education.
- Formulated a list of objectives synthesized from these two groups, recognizing that some are union responsibility and some are Academic Senate responsibility.
- Created a Distance Education Task Force to accomplish these objectives.

- The Distance Education Task Force was established in 2009, consists of nine faculty members, the dean in charge of distance education, and hosts visits with MPC technical staff. The Distance Education Task Force has identified several priorities:
  - Hire a paid full time Online support and development person. Due to budget constraints this cannot currently be met. The task force will advocate for such a position in the form of a proposal.
  - Build a school-wide awareness of the significance of an MPC online program. Met with Administration on October 29, 2009. Significant conclusions were an outlined way forward, which included a desire to build capacity in distance education and improve services and training and the administration's commitment to support the distance education task force.
  - Develop/update the current MPC distance education web site. The task force meets approximately every other Thursday and uses an online i-learn web site to develop content and design of the web page. Content has been developed for the following major categories: Considering MPC online, Enrolling, Online courses, using i-learn, and student support. We are beginning the implementation phase working with Kim Panis. -- It is very important to note that the web page functions as more than a repository of material for the task force. It represents a place to develop the way in which MPC views its online programs, a way to identify needs, a way to define the character of MPCs online programs and a way to bring into action the priorities as viewed by the task force.
  - Plan to help train and recruit prospective online faculty and to implement a student evaluation process for online courses.

- MPC has many departments, programs and faculty that are all implementing various online courses and establishing ways to improve their own online programs. This creativity is encouraged by the task force and the task force hopes to support such efforts.

Training Opportunities and Technical Assistance: Each flex day program for the last three years has included some type of training for enhanced use of technology. In Spring 2007, for example, a "Welcome to Moodle" breakout session was offered to introduce the on-line software to interested instructors. In Spring 2010, an "Online Jamboree" was facilitated by the Distance Learning Committee. It was a showcase of MPC and other online courses. In recent years, drop-in technical assistance has always been offered. On-line software is always one of the topics that instructors are welcome to learn more about.

Goal 1 Objective 3. Articulate the meaning, value, and use of SLOs (Student Learning Outcomes) at MPC Fred and AS

Late 2007 to early 2008:

This particular objective was accomplished for the most part, as detailed below. However, during the recent accreditation visit MPC received three recommendations about SLOs, indicating that more work needs to be done.   A new objective needs to be developed to emphasize the integration of SLOs with all of MPC's processes, including the Planning and Resource Allocation Process, and to be more closely aligned with the recommendations of the accreditation visiting team. **Fred 4-20-10**

A major accomplishment was the writing, review, approval, and dissemination of the document "*Articulating Student Learning Outcomes (SLOs) for MPC*". The MPC Academic Senate approved this document in late 2007 and it was presented and disseminated to the MPC

community at the Spring 2008 flex day events. This document articulates many of the definitions, values, and concerns for SLOs for the MPC community.

Defined SLOs: "At the course level, an SLO is a measureable or evaluable description of what students are expected to be able to "do" as they successfully complete a course."
"At the program level, an SLO is a measureable or evaluable description of what students are expected to be able to "do" as they successfully complete a program."

Articulated a Philosophy Emphasizing Dialog: "We hope that SLOs can provide a formal framework for faculty to converse, as professionals, about teaching, learning, pedagogy, and curricula. Professional teachers talking to each other about teaching and student learning is a primary characteristic of a vibrant academic institution. We hope that the result of these conversations is more insightful pedagogy that improves student learning in MPC courses"

Maintained the Primacy of Faculty for Instructional SLOs: "Development of SLOs for MPC courses and programs is the sole right and responsibility of MPC faculty members, as are the methods of evaluation of student attainment of the SLOs."

Raised some Concerns: Many concerns were raised and discussed in the document. Recurring issues
involve the threat of standardization across the curriculum, workload, and the notion that all students should respond to our courses in similar and measurable ways.

Emphasized the Most Important Thing to Remember: "If we don't write SLOs for our courses and programs, somebody else—like the federal government—will. And that would be everybody's worst nightmare."

2008-2009:

Gave a Board Presentation on SLOs: The purpose of the presentation was to illustrate for the board some of the issues that make SLOs so controversial at MPC. The usual themes were emphasized: fear of standardization, work load, and the purpose for which the information will ultimately be used.

Developed a timetable: The timetable extends to Spring 2016 and defines, by program, when program review should be completed, as well as the development of CTE program SLOs.

Developed, reviewed, and approved General Education SLOs (GEOs): The general education program is the primary program that our transfer students complete. Each strand or area of the GE program now has a GEO, which is a course-level SLO that each of the courses in an area share. These GEOs were developed by the faculty members that teach GE courses in a given GE area. The GEOs were then approved by the Academic Senate.

Integrated SLO evaluation into the Program Review Guidelines: The evaluation of student attainment of student learning outcomes is an essential measure of program effectiveness. The people that will use the information in the SLO evaluations are ourselves, as we evaluate the effectiveness of our own programs. SLOs "live" in program review.

Clarified that relationship between SLOs and Objectives: We got this one wrong at first in the "*Articulating Student Learning Outcomes (SLOs) for MPC"* document (we said there was a big

difference between them), but corrected it through a series of four resolutions passed May 21, 2009.

"Resolved, that the MPC Academic Senate recognizes that the primary difference between SLOs as envisioned by the ACCJC and objectives as described by the MPC Curriculum Advisory Committee for use on the MPC Course Outline of Record, is one of number, with a lower number advised for SLOs (<~4) and a greater number allowable for objectives (<~15), "Resolved, that the MPC Academic Senate recognizes that for courses with a large number of objectives on their MPC Course Outline of Record (>~5), that the course SLOs should be based on these objectives,

"Resolved that the MPC Academic Senate recognizes that for courses with a small number of objectives on their MPC Course Outline of Record (<~4), that these objectives are equivalent to SLOs as long as they are written according to standards articulated by the MPC Curriculum Advisory Committee.

"Resolved, that the MPC Academic Senate recommends that faculty members use broadly defined SLOs and/or specifically defined objectives, as they deem appropriate, when engaging in the SLO-Assessment process to improve student learning."

<u>Consistently made Flex Day Presentations about SLOs</u>: Essentially all flex day presentations since Fall 2007 have had some SLO content. Many have had associated breakouts for faculty and staff members to work on writing SLOs and/or engaging in dialog with colleagues about student learning.

References

MPC Foundation MPC Academic Excellence Grants:
http://www.mpc.edu/foundation/Pages/MPCF_ABOUT_AcEx_Recipients.aspx
http://www.mpcfaculty.net/senate/GoalEvalInstitutional2010/MPCFoundationAcademicExcellenceAwards.doc
MPC Staff Development:
http://www.mpcfaculty.net/senate/GoalEvalInstitutional2010/StaffDevelopmentReport06-07Funds.doc
Flex Days:
http://www.mpcfaculty.net/senate/FlexDayInfo.htm
Review of Board and Administrative Policies and Procedures:
http://www.mpcfaculty.net/senate/BoardPolicy.htm

Objectives for the Distance Education Task Force:
http://www.mpcfaculty.net/senate/Distance%20Ed/SuggestionsForDE.doc
Articulating Student Learning Outcomes (SLOs) for MPC:
http://www.mpcfaculty.net/senate/SLOs/SLOs_for_MPC11-28-07.doc
SLO Timeline:
http://www.mpcfaculty.net/senate/SLOs/TimelineF09a.doc
General Education SLOs (GEOs):
http://www.mpcfaculty.net/senate/SLO-GE.htm
Integration of SLOs into Program Review Guidelines:
http://www.mpcfaculty.net/senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
SLOs vs Objectives Academic Senate Resolutions:
http://www.mpcfaculty.net/senate/5-7-09/SLOResolutions5-7-09.htm

Goal 2. Foster a climate that promotes diversity throughout the institution.

Objective 1. **Actively seek and enhance diversity in all college programs, curricula, extracurricula, outreach and community events, and in the college population, students, employees and Board of Trustees. Barb and Carsbia**

This goal is open-ended and MPC should continually strive to meet it, with the realization that it will never be fully achieved. MPC should continue to promote events, training and presentations to promote and foster greater understanding of and appreciation for diversity, to reinforce the value that diversity brings to every facet of MPC. **Barb**

This objective should be untangled so that it is clearer. The inclusion of all of the listed areas is confusing and may have a negative impact on identifying and achieving the purpose of the goal and objective. In essence, the goal needs to be continued as should the objective but elements of this objective should be grouped in like areas. Elements of the Objective #2 should be in objective #1. **Carsbia**

Extracurricular: Extracurricular activities promote the College and MPC's activities to the campus community by creating interest in college programs to student groups that are important factors in achieving diversity. **Carsbia**

- Soccer teams (men's and women's) have been developed and are now of the College's Intercollegiate Sports Program.
- The Dream Team a support group for male athletes and a parallel group for female athletes is active and diverse in its makeup.
- Celebrations for graduates of underrepresented groups (Kente, Latino) are held each year to promote diversity and motivate current and potential students.
- Campus clubs representing and promoting cultural exchange and understanding have been developed. (Latino, Asian Student Association, Gender Equity, cheerleading, Robotics, Parent's Club,
- A balanced Intercollegiate Athletic Program is in place.

Outreach: Outreach proactively provides information about MPC to interested community members. This is an activity that provides direct contact and opportunities for interaction between college staff and potential students. **Carsbia**

- All local high schools in district. (Carmel High, MPUSD, PGSD, York School, RLS, Santa Catalina and North Monterey County)
- Del Monte Center "Back to School Event"
- Monterey County Fair
- Fitch Middle School, Central Coast High School, Los Arboles Middle School Black History Month presentations
- Seaside One-Stop Center
- Seaside Library
- Marina Education Center

Community Events: Community events actively engage the college and community in cultural activities. This is an opportunity for the college to showcase the cultural traditions of our students and to collaborate with community groups. **Carsbia**

- Community Play presented in collaboration with the City of Seaside in celebration of Black History Month
- Asian Students Association Culture Show
- Cinco de Mayo celebration
- Day of the Dead
- Martin Luther King Parade Community event
- Coalition of Scholarship Organizations Fall Workshop
- President's Annual Address to the Community

College Population: College enrollment of under-represented groups has been increased due to the events listed above and programs providing support. **Carsbia**

- Students
    - Increase in Latino Student enrollment
    - Increase in African American enrollment
    - Increase in number of students from out of district.

- **Student Demographics by Ethnicity: Carsbia**

Ethnicity	Monterey/ Del Rey Oaks							
	Community		MPC students Fall 2003		MPC now – Monterey campus		MPC now – Ed Center at Marina	
White	20067	76.9%	990	66.8%	1004	63.1%	40	63.5%
African American	597	2.3%	42	2.8%	48	3.0%	3	4.8%
Asian/PacIsl/Filipino	2025	7.8%	249	16.8%	168	10.6%	6	9.5%
Hispanic/Latino	2482	9.5%	149	10.1%	157	9.9%	7	11.1%
AmIndian/ AlaskNative	113	0.4%	10	0.7%	21	1.3%	1	1.6%
Other	797	3.1%	42	2.8%	192	12.1%	6	9.5%
Total	26081	100.0%	1482	100.0%	1590	100.0%	63	100.0%

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Ethnicity	Pacific Grove							
	Community		MPC students Fall 2003		MPC now – Monterey campus		MPC now – Ed Center at Marina	
White	10805	84.7%	538	76.4%	566	69.7%	18	64.3%
African American	147	1.2%	16	2.3%	13	1.6%	0	0.0%
Asian/PacIsl/Filipino	626	4.9%	76	10.8%	80	9.9%	7	25.0%
Hispanic/Latino	814	6.4%	58	8.2%	65	8.0%	2	7.1%
AmIndian/ AlaskNative	49	0.4%	2	0.3%	11	1.3%	0	0.0%
Other	315	2.5%	14	2.0%	77	9.5%	1	3.6%

Total		12756	100.0%		704	100.0%		812	100.0%		28	100.0%

Out of District Student Enrollment

Spring 2007	Monterey campus	Ed Center Marina	PSTC	Distance Ed	Total
District	14428	228	97	1067	19084
Out of District	5722	90	452	592	8687
Grand Total	20150	318	549	1659	27771

District	71.6%	71.7%	17.7%	64.3%	68.7%
Out of District	28.4%	28.3%	82.3%	35.7%	31.3%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Spring 2010

District	15532	600	51	1094	20790
Out of District	6369	300	180	615	8331
Grand Total	21901	900	231	1709	29121

District	70.9%	66.7%	22.1%	64.0%	71.4%
Out of District	29.1%	33.3%	77.9%	36.0%	28.6%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Notes:
1. These numbers are *enrollments*, not headcount.
2. Only 4 locations are shown in this report, but there are a number of other locations where courses are offered.
3. The "Total" column includes *all* locations, including those not shown in the report. ==Carsbia==

- Employees
  - Per the demographic report prepared in February, 2009, the demographics of the college workforce were
    - Administration/Management: 36% ethnically diverse
    - Full-time Faculty: 22% ethnically diverse
    - Classified: 42% ethnically diverse
    - Adjunct Faculty: 11% ethnically diverse
    - Total employees with disabilities: 2.5%
  - In Fall, 2009, employees were re-surveyed to ensure more accurate data, with the following results
    - Administration/Management: 40% ethnically diverse
    - Full-time Faculty: 22% ethnically diverse
    - Classified: 44% ethnically diverse
    - Adjunct Faculty: 15% ethnically diverse
    - Total employees with disabilities: 3.78%
- Board of Trustees

o In the election conducted in November, 2009, the first trustee area election occurred. The Board now consists of four white, one African American and one female.

The Equal Employment Opportunity Advisory Committee meets regularly to assist the district in the implementation of its EEO Plan. This group endeavors to present a workshop or speaker on diversity once per year. In 2008, Dr. Terrence Roberts spoke on "Lessons from Little Rock," and in April 2010, Dr. Carlos Cortes will present his one person autobiographical play, "A Conversation with Alana: One Boy's Rite of Passage."

The Superintendent/President chairs a Community Outreach Advisory Committee as a vehicle for two-way communication between the college and the diverse community the college serves. Topics discussed by this committee include student programs and services, student outreach and recruitment, success and retention.

Goal 2 Objective 2. **Recruit and retain a diverse college-wide community**

This objective needs to be continued, as diversity in staffing remains a high concern in all categories of employees, but especially in the full and part-time faculty. Although slight improvements have occurred, the goal should remain prominently on the radar screen, with increased efforts and focus on meeting the goal. As Education Code 87100 states, "academic excellence can best be sustained in a climate of acceptance and with the inclusions of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student body." Barb

Employee Recruitment: Vacancies for faculty and administrative positions are advertised nationwide and placed in the California Community Colleges Registry, as well as posted in position specific sources. Positions are advertised at the minimum qualifications level, to encourage a broad base of respondents. Classified positions are recruited locally with additional markets added if the vacancy warrants more extensive recruiting. All hiring committees are trained on hiring procedures and the principles of equal employment opportunity, as required.

Retain Students: Several support programs offer services to a diverse mix of students and help to increase retention of under-represented students. These types of programs are essential to student success and feelings of being in a supportive learning environment. Carsbia

- PASS Program
- Dream Teams
- Soccer Programs
- TRiO Learning Center
- General Counseling
- Women's Center
- EOPS Program
- CalWORKS
- CARE

Retention Rate

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009

African-American	77.91%	77.88%	75.05%	79.33%	79.19%	74.16%	77.51%
Asian	85.91%	86.56%	86.26%	84.24%	85.51%	82.12%	83.25%
Decline to state	88.32%	85.83%	85.85%	88.54%	88.39%	84.20%	
Filipino	81.75%	82.12%	82.65%	82.88%	84.91%	81.16%	79.55%
Hispanic	80.97%	81.82%	81.16%	81.14%	80.54%	77.91%	78.83%
Native American	80.97%	79.27%	78.20%	74.22%	85.86%	76.20%	81.36%
Other	82.29%	84.38%	83.24%	86.25%	83.78%	81.14%	81.11%
Pacific Islander	78.72%	76.74%	77.58%	82.41%	79.81%	77.05%	75.77%
Unknown							84.35%
White	85.24%	85.83%	85.00%	85.97%	85.03%	82.81%	83.35%

Carsbia

Goal #3 – Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills. <mark>John</mark>

Objective 1. **Improve the college's financial stability by diversifying the college's revenue sources and increasing enrollment**

This objective is essential at all times, but it is particularly critical during difficult financial times to ensure the fiscal stability of the district. We have achieved a great deal, but more needs to be done to ensure that MPC's enrollments continue to yield solid apportionment. **<mark>John</mark>**

MPC has made significant gains toward achieving this objective; however, more work needs to be done in this regard.

The college has purposefully and strategically engaged in monitoring enrollment patterns and FTES generating sources by tracking credit, non-credit enrollments and apportionment generated through Instructional Service Agreements. As a result of the continued scrutiny and questioning of the enrichment-type courses and the constant threat of limiting the repeatability of non-credit courses by the Department of Finance and the Legislative Analyst's Office, MPC has deliberately reduced its apportionment generated through Instructional Service Agreements from a high of 38% to the current 20%. In the past, a large portion of the apportionment generated through Instructional Service Agreements was in the area of PFIT. In 2006-2007, MPC generated approximately 2,000 non-credit FTES in Personal Fitness classes through Instructional Service Agreements. That amount was reduced to approximately 500 in 2009-2010 and will be completely eliminated for 2010-2011. In order to avoid impacting the apportionment base, these 500 FTES had to be replaced by more reliable 300 credit FTES on campus. This strategic move improves the college's financial stability by avoiding vulnerable types of FTES that are prone to external forces such as economic conditions and policy changes imposed by legislative mandates.

Figure 1 shows the non-credit FTES generated through Instructional Service Agreements in Personal Fitness from 2002-2003 to 2009-2010.
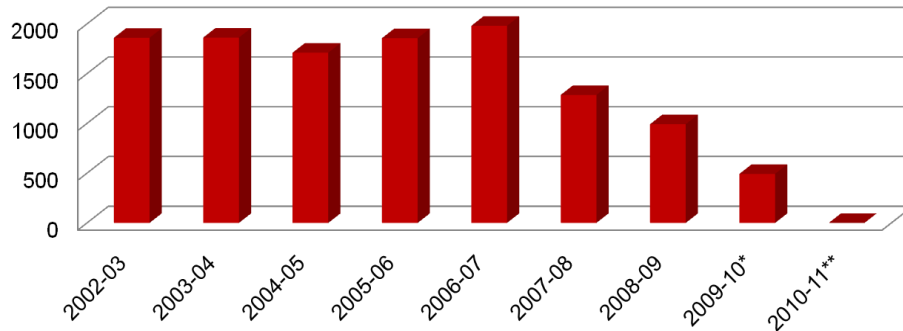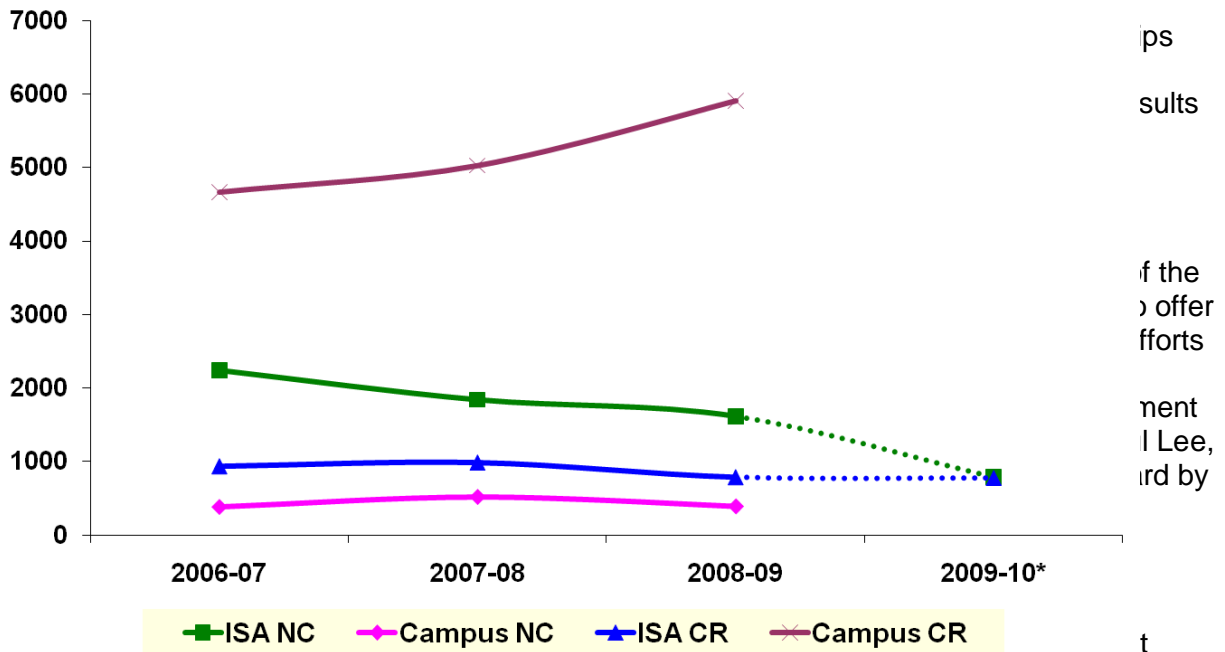
PFIT 421 FTES

Figure 2 depicts the trends in FTES generated through Instructional Service Agreements (both credit and non-credit), as well as the campus credit and non-credit.

Figure 2. Instructional Service Agreements and District FTES

Training programs, MPC has established itself as one of the leading providers of public safety training in the state. The Fire Academy recently received full accreditation and recognition from the State Fire Marshal's Office. In addition, the reputation of the MPC Police Academy and

Law Enforcement Training program has been strengthened significantly as a result of the joint powers agreement with the South Bay Regional Public Safety Training Consortium. The consortium is made up of eight community colleges that provide public safety training. The economies of scale enable the member institutions to provide training at an affordable cost. Also, contributing to the increase in the stature of the Fire Technology and Law Enforcement Training programs was their relocation to the renovated facilities on Colonel Durham in Seaside.

<u>Goal 3 Objective 2.</u> Establish and strengthen industry, government, and community partnerships

This objective remains important, and despite the necessary re-organization of Academic Affairs, significant accomplishments have been achieved. We should pursue this objective through the existing infrastructure to ensure that we are developing and strengthening partnerships that are critical to the success of our programs and students. **==Doug==**

This objective is critical to the district and it will become even more so in years to come as the parcels of land from the former Fort Ord are conveyed to the district and we are able to expand public safety training programs. Also, as MPC develops more capacity to partner with local industry, this objective will be more realistic. **==John==**

Because MPC recognizes its role as a partner to other community organizations, this objective remains important to MPC and should remain a focus in order to continue and expand partnerships for the benefit of MPC and the community. **==Sharon==**

MPC has augmented its visibility in the community and continues to explore partnership opportunities with local industry, government and community agencies.

Industry Partnerships

Probably the most notable partnership currently in place is the association with Community Hospital of the Monterey Peninsula (CHOMP), which has enabled MPC to continue to offer a vibrant and highly regarded Nursing Program. The Nursing Program graduates help meet the need for qualified nurses in the region.

Other noteworthy partnerships are associated with MPC's public safety programs—the Fire Protection Technology and Law Enforcement Training Program. These programs Enable MPC to serve the educational needs of local fire and police agencies through the Fire and Police academies and ongoing training for individuals already employed. As a result of these educational services, invaluable partnerships with local agencies are forged.

Career and Technical Education (CTE) programs have active advisory committees that provide advice on programmatic developments. These committees are composed of business and industry representatives. As such, they provide key links for CTE programs to local business and industry.

Through the faculty in our hospitality programs, MPC is able to participate in activities sponsored by the Monterey Hospitality Association. In addition, the Superintendent/President is a member of the Workforce Investment Board.

Although the latter two activities do not represent active partnerships, they link Monterey Peninsula College to local business and industry and position MPC for potential partnerships.

Government Partnerships

Monterey Peninsula College continued partnership with local government agencies is situational in nature. For example, MPC's association with the Monterey County Emergency Management Services (EMS) Department deals directly with the role that the EMS agency plays vis-à-vis the regulatory oversight of Emergency Medical Technician (EMT) courses.

Several representatives from the College, including the Superintendent/President, the Vice President of Academic Affairs, and the former Dean of Economic Development and Off-Campus Programs, participated in meetings organized by the Naval Postgraduate School in an effort to pursue a partnership for Homeland Security. Unfortunately, the funding did not materialize.

Opportunities for partnerships with governmental agencies will be easier to forge once the additional properties from the former Fort Ord (i.e., the Military Operations on Urban Terrain (MOUT) and Parker Flats) are conveyed to the College.

Community Partnerships

Monterey Peninsula College employees are actively engaged in community organizations. As a result, MPC is well connected in the community and has developed an outstanding reputation that has led to mutually beneficial partnerships.

Two of the most notable community partnerships include the United Way and the Jazz Festival. In 2009, MPC led all educational institutions in Monterey County in funds raised for United Way. For many years, MPC has partnered with the Monterey Jazz Festival to offer a summer course that supports middle and high school students sharpen their jazz skills.

Other community partnerships include:

o   In celebration of Black History Month, MPC annually sponsors a play presented by the University of California Santa Cruz African American Theatre Arts Troupe. These plays deal with topics about race and the African American experience. In 2009 the production was *The Piano Lesson.* In 2010 the production was *And These People Can Fly.*

o   Every year, MPC helps collect toys for underprivileged children through Project Santa.

o   Various college programs receive financial support from the Community Foundation.

o   Through the community efforts of MPC employees the Women Supporting Women fund was established to assist female students at risk of dropping out for financial reasons.

MPC employees contribute enormously toward building and supporting community partnerships by being on boards of directors of community organizations. Examples of such roles include the following:

o   The Superintendent/President is on the United Way Board;
o   The Vice President of Academic Affairs is on the Goodwill Board, and is Chair of the Scholarship Committee for the League of United Latin American Citizens (LULAC);
o   The Vice President of Student Services is on the boards of the Community Hospital of the Monterey Peninsula and York School. **John**

Advisory Committees: Monterey Peninsula College has strong advisory committees in support of its career and technical programs. Recently, efforts to ensure active involvement of the advisory committees have been enhanced to ensure effectiveness. **Doug**

MATE: MPC's Marine Advanced Technology Education Center is a partnership of educational institutions and industry dedicated to improve marine related technical education and to prepare a workforce to meet the needs of marine related industries. MATE has continued to provide nationally recognized education and resources to fulfill this mission. **Doug**

SBRPSTC: MPC became a member of the South Bay Regional Public Safety Training Consortium in 2007. The consortium is an organization of eight community colleges that partner to provide high quality, cost-effective training in all areas of the public safety industries. The MPC operation is located at the new Public Safety Training Center at Seaside. **Doug**

Workforce Investment Board: The Superintendent/President was appointed by the Monterey County Board of Supervisors to the Monterey County Workforce Investment Board in 2007 representing post-secondary education. The WIB is a government organization with membership from labor, industry, social service providers, and county government charged with developing and implementing plans for developing an effective workforce in Monterey County and facilitating the re-entry of workers to the workforce. State and federal funds are allocated with specific goals and accountability rubrics. Presence at the table ensures that the community college perspective and Monterey Peninsula service area are appropriately considered. **Doug**

Workforce Investment Board & Overall Economic Development Commission Sub-Committee: The Superintendent/President was appointed chair of the WIB/OEDC Sub-Committee, which was charged with cataloging the available workforce training opportunities in Monterey County and developing a plan for expending ARRA funds for workforce development. **Doug**

Monterey County Business Council Higher Education & Research Cluster: MPC is an institutional member of the Monterey County Business Council. The Council is an alliance of business executives and professionals providing collaborative leadership to help people from business, government, education, and the community work together on countywide issues reflecting our organization's strong commitment to the environment, economic vitality, and quality of life. The Council is organized into several clusters that focus on specific aspects of economic development. The Competitive Clusters form a public-private partnership and a cluster-based economic initiative that highlights the region's economic challenges, articulates a new economic vision for Monterey County, and identifies opportunities in the County's key clusters. The Superintendent/President represents MPC in this initiative and serves as the co-chair of the Higher Education & Research Cluster, along with the President of the Naval Postgraduate School. The Cluster has developed a website devoted to the many higher education and research institutions in the Monterey Peninsula area [http://edres.mcbusiness.org/], publishes an annual economic impact report detailing the impact of the Cluster's members on the local economy [http://edres.mcbusiness.org/page/edres_econimpact/], and produces an annual brochure describing the member institutions for use in recruitment of employers and employees [http://edres.mcbusiness.org/file_depot/0-10000000/10000-20000/16786/folder/69464/Monterey_Bay_Higher_Educ_Research_Brochure.pdf]. **Doug**

Central Coast Broadband Consortium: MPC has participated in the Central Coast Broadband Consortium, which has brought together cities, the county, educational institutions,

and public safety offices to apply for ARRA funds to extend broadband coverage throughout Monterey, San Benito, and Santa Cruz counties. The purpose of the grant is to bring fiber to underserved areas for purposes of improving education, health care, safety, economic development, and government services. The Central Coast Broadband Consortium received funding in November 2009 from the California Public Utilities Corporation (CPUC) for the California Advanced Services Fund (CASF) Grant in the amount of $4.975 Million towards our ARRA Broadband Stimulus Grant, as matching funds to approximately $40million sought from federal ARRA funds. The proposal is to run fiber from Santa Clara down Hwy 17 to Hwy 1 to Lucia, then over to Hwy 101 north through the Salinas Valley, then back to Santa Clara with a belt line running from CSUMB to Salinas (through Ft. Ord) and a side track over to the Pinnacles area. This broadband project will support multiple economic development opportunities throughout the area. **Doug**

Workforce Collaborative – Allied Health: MPC has been an active participant in the WIB's Healthcare Advisory Roundtable, which has completed a comprehensive Allied Health Workforce Assessment and developed a collaborative organization of representatives from several WIB boards, including Monterey, San Luis Obispo, Santa Barbara, Ventura, San Benito and Santa Cruz Counties, as well as representatives from local schools and the community colleges and employers of health care workers. The major focus was a grant that has been received by the collaborative in the amount of $44,000 for assessing the need for and feasibility of developing additional Allied Health training programs. **Doug**

CHOMP – MPC continues to experience a successful public/private partnership with the Community Hospital of the Monterey Peninsula. For twenty-five years, the Maurine Church Coburn School of Nursing has operated through a partnership between MPC and CHOMP, with each institution contributing equal financial resources to provide quality nursing education. This year, another expression of this partnership was established wherein the MPC Director of Health Services position is filled through a contract with CHOMP. This arrangement has provided expanded health services available through the alliance with CHOMP. **Doug**

MBGRC – MPC is an active member of the Monterey Bay Geriatric Resource Consortium, an organization of regional health providers and education institutions dedicated to improving care for geriatric patients and providing education to enhance health providers' knowledge of geriatric care. This partnership has enriched the curriculum of the MPC Nursing program and provided access to geriatric clinical experiences. **Doug**

FORA – MPC is a member of the Board of Directors of the Fort Ord Reuse Authority, a legally established governmental body that oversees all aspects of the reuse of Ft. Ord. The Superintendent/President and the Assistant to the Superintendent/President attend monthly board meetings regarding reuse issues. MPC is a significant land holder of former Ft. Ord land. In addition, the Assistant to the Superintendent/President participates in several sub-committees directly involved in the planning and implementation of FORA policies. These activities underscore significant partnerships with the regional jurisdictions where MPC land is located, including the City of Seaside [Public Safety Training Center], the City of Marina [Education Center], and the County of Monterey [Parker Flats]. The development of the PSTC and the Education Center require strong partnerships with the relevant jurisdiction. The future development of Parker Flats for phase II of the PSTC will require continued partnerships. **Doug**

Marina Police Department – The Marina Police Department has a presence at the Education Center at Marina in the form of a sworn officer who has office space on site. This partnership enhances the Education Center security and provides much needed space for the MPD officer

to complete necessary reports. This arrangement is the result of direct discussions between the Superintendent-President and the Marina Chief of Police. **Doug**

MPC IT has recently participated in two grant proposals with CSUMB, one to support mobile computing and the other to build a region-wide fiber network to serve rural areas in Monterey, San Benito, and Santa Cruz Counties. **Sharon**

MPC has an ongoing partnership with CSUMB and Gavilan College to support and maintain our online learning course management system (Moodle). Other colleges such as De Anza, Humboldt State, and San Francisco State are auxiliary partners. **Sharon**

MPC and Santa Rosa Junior College partner in developing and maintaining the Santa Rosa Student Records System (California Community College Software Consortium). **Sharon**

IT personnel work with the Chancellor's Office IT department by participating on committees, presenting at the CENIC conference, and participating in initiatives beneficial to MPC IT projects. **Sharon**

MPC IT is held in high regard by many of our regular vendors such as CISCO and Microsoft, as well as local vendors. Our vendor-customer relationship gives us test products, special pricing, and outstanding support. In addition, MPC has served as a reference by both vendors. **Sharon**

Goal 3 Objective 3. Establish and strengthen partnerships with high schools and transfer institutions **John**

No community college district can survive in isolation. MPC needs to continue to nurture relationships and establish further partnerships with local school districts and transfer institutions to ensure that the educational needs of the community are being met. Also, community colleges are a key partner in ensuring a seamless transition from high school to college and the world of work. **John**

Recruitment of new students and articulation of courses and programs with transfer institutions are ongoing and critical functions of the College, so this objective is important to MPC and should remain a focus. **Sharon**

With the arrival of the current administration, more open and frequent communication between MPC and the local unified school district superintendents and high school principals has been established. The Superintendent/President hosts informational meetings with the local superintendents and principals at least once per semester. These meetings are also attended by the vice presidents of Academic Affairs and Student Services, deans and directors. MPC faculty have been invited to make presentations regarding their programs. Furthermore, a speakers program enables MPC faculty to make presentations on topics within their areas of expertise at local high schools.

In addition, representatives from Student Services make regular visits to local high schools, attend college and career fairs and host visiting students from local middle and high schools. High school seniors are assessed in English, mathematics and ESL during the spring prior to their graduation to ensure a smooth transition from high school to college and proper placement in these disciplines.

Additional initiatives to establish partnerships with high schools and four-year institutions include the following:

o   Tech Prep Program
o   Career Day
o   Information Technology Experiences for Students and Teachers (ITEST) Grant
o   Remotely Operated Vehicle (ROV) Competition the Marine Advanced Technology Education (MATE) Program
o   Auto Competition
o   CSUMB Upward Bound Program
o   Advanced Technology Education (ATE) Grant partnership with CSUMB in support of Computer Networking

IT Dean attends Monterey County of Education (MCOE) technology meetings with attending K-12 technical support personnel. **Sharon**

Goal 3 Objective 4. Develop an integrated, effective district-wide marketing strategy for continuing programs, new programs and services John

MPC's marketing strategy received a tremendous boost from the designing the branding standards and adopting a new logo. Our publications and TV ads look a lot more professional and attractive. However, as a result of fiscal constraints the effort to apply the new marketing strategy was limited to a small number of programs and services. There are still many programs and services that could benefit from this type of support. This objective needs to remain for the next three years albeit with some editing. Perhaps the word "develop" could be changed to "implement." If funding is an obstacle in accomplishing this objective, perhaps the Foundation could provide some support.

In early spring 2007, the Public Information Director, Rich Montori, and Assistant/Graphic Designer, Jeanette Haxton, began working with agents at Anda/Burghardt in the development of a new MPC logo design and branding standards. MPC shortly after adopted the new logo and has consistently used it and branding standards in all on-campus and community venues.

During the adoption process, presentations were made to campus on the appearance and use of the new logo and brand standards. Packets with hard copy samples and a CD with digital copies of the logo, color codes and standards were made available and distributed to each instructional division.

Through work with Anda/Burghardt a new TV/radio, print media (newspaper, magazine) campaign was developed and has been used. Each semester a series of ads in these venues is created and used. Each semester a mailer is sent to residents of Seaside/Marina listing the classes offered at the MPC Education Center at Marina, start dates for semester, and contact information for the center.

New collateral developed included: Brand kits, MPC buttons, brochure templates, letterhead, note and greeting cards, business cards, mailing labels, tablecloths and envelopes.

Since implementation of the new standards and logo, production of most collateral has been done in-house. The College Catalog, Schedule of Classes, outreach materials for the Public Safety Training Center and the Education Center at Marina have been used consistently.

Photography included in these printed matter are also done in-house. Department/division and event brochures follow with this consistency. Logos for unique departments/areas have been developed. Examples are the MPC Foundation, the Maurine Church Coburn School of Nursing, and the Fire Academy.

The MPC website has also been closely kept to the logo and branding standards.

Goal 4. Create pathways to success that address the diverse, holistic needs of all MPC students.

Objective 1. **Identify barriers that prevent students from achieving their goals**. <mark>Caroline</mark>

This goal has been achieved. A variety of barriers to student success have been identified and the Basic Skills Initiative Committee is hard at work finding ways to address them.

Lack of awareness, campus wide. One of the major barriers to meeting the needs of all MPC students is lack of awareness of academic requirements, pathways to graduation, and programs which would support their success. This lack of knowledge is true for students, faculty and staff. Although content faculty may know about their own department courses, many do not know what the difference is between English 111 and English 1A as far as what kinds of writing skills a student is expected to have after taking the class. There is a disconnect between content faculty and counseling and student service programs. There is not only limited knowledge of what services our various programs offer, but it is not always known where these services are housed and who qualifies to receive them. There is also the perception of some transfer course faculty that students needing basic skills courses are the minority rather than the majority of our students and that it is up to the faculty teaching basic skills course to "fix" the students.

Lack of coordination of services. There has been some increased communication between services, in general, but there still is no formal coordination. This adds to the communication gap and limits the effectiveness of individual program efforts. Communication appears to be happening when a particular MPC staff person is committed to making it happen, frequently in support of a specific student.

Lack of funding. There is almost no MPC funding for staff development, or counseling. In order to support some of the 'best practices" models the Basic Skills Initiative Committee has had to fund counseling hours. The lack of counselor availability means that students have to wait longer for counseling, may put off seeing a counselor and may miss out on taking necessary courses, making their time at MPC longer than necessary.   This is exacerbated by increased demand for basic skills classes and increased graduation requirements.

Lack of use of formal assessment research strategies of learning outcomes. Although efforts have been made to track student progress and to measure attainment of learning outcomes, there is a lot more that could be done. When assessments have been done, they may not have been focused on clear goals or objectives, or they may have identified needs which cannot be met at present. Additionally, there is a general distrust of data, assessment and research by many faculty members. This attitude inhibits attempts to delve deeper into what contributes to dropout rates, poor grades and even to the identification of successful strategies. There has also been almost no staff development directed at helping faculty understand why research is useful and how to do it effectively and in line with academic concerns. And with everyone stretched to do more with less faculty, less staff and larger class sizes, there is little time to either learn or carry out an analysis even if one had the desire to do so. Here is illustration of how assessment might be useful. It is clear that MPC counselors have an impossible counseling load and without adequate funding for more counseling hours and positions there is no respite in sight. To try and address this, Counseling has instituted an online orientation and an online advisement session, but neither have been formally assessed for their effectiveness. There is a general feeling by counselors that the online approach is not

as effective as an actual meeting with a counselor, but there has been no formal comparison of student outcomes between online and in person counseling strategies.   Nor has there been a determination of which kinds of students could benefit from the online approach.

Goal 4 Objective 2.   Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students Michael and Larry

This objective remains important to MPC and should remain a focus between Student Services and Academic Affairs. The following list documents some of the ways that this objective has been addressed. These efforts have demonstrated improved communication and collaboration and constitute a foundation for further improvement.

We need to increase the quantity and quality of the collaborations between Student Services and Academic Affairs. Collaboration is a primary part of building a group of individuals who have the background and knowledge to solve problems. Since the college will continue to face many difficult challenges, we need to continue to increase the quantity and quality of our collaborations. Michael 5-10-10

Dean's Council—Regular meetings have been held between the five deans to discuss various institutional matters. Since three of the deans are from Academic Affairs and Student Services, these meetings act as a forum for exchanging ideas and increasing collaboration thereby providing systems and programs that better assist students.

Joint AAAG/SSAG meetings—In spring 2009, the Academic Affairs Advisory Group and the Student Services Advisory Group held a joint meeting to discuss the Marina Education Center and several other issues that affect both groups. This type of meeting provides an opportunity for the members of each group to collaborate more freely.

AAAG/SSAG subcommittees—In order to address specific issues such as the faculty replacement process and the student drop process; small subcommittees made up of members of AAAG and SSAG have been formed to bring Academic Affairs and Student Services personnel together to do problem solving and collaborate on finding solutions to sometimes difficult institutional problems.

PASS Learning Community—Both Student Service and Academic Affairs faculty have worked together to establish this pilot program. This project has enabled both groups to work together to solve various logistic issues and to collaborate on the focus of the program which is improving student success.

Marina Ed Center Planning—In order to finalize plans for the new facilities at the Marina Ed Center, meetings were held with various users of the proposed new facilities to discuss their needs. Because of the joint use of these new buildings by Student Services and Academic Affairs staff, joint meetings were held with representatives of both areas. This collaboration enabled the office plans to be developed to effectively meet the needs of everyone.

Basic Skills Committee—One of the key findings of the basic skills assessment was that there was a need for more coordination between programs and services that provide support for basic skills students. Various proposals and/or projects have been submitted to the Basic Skills Committee that involve both student service and academic affairs personnel. These projects

provide for interaction and collaboration of student services and academic affairs staff. Representatives of both are also members of the Basic Skills Committee which reviews these proposals. The discussions and evaluations that occur in this setting allow for continuing coordination and collaboration between student services and academic affairs.

Closed class lists—Student Services provides regular information to Academic Affairs on when individual classes close or are filled. This information enables Academic Affairs to plan for additional sections of certain classes.

Goal 4 Objective 3. Improve the delivery of academic support for diverse student learners Michael and Larry

This objective also remains important to MPC and should remain a focus for the programs that provide academic support for students. The following list documents some of the ways that this objective has been addressed. These efforts have demonstrated an improvement of the delivery of support services.

We have made major progress in providing quality support for student learners. We need to continue to work on how to coordinate these efforts and make access to them as easy as possible for students. We could state," Improve the coordination and accessibility of academic support." We have made significant improvements in support services through the Basic Skills Initiative and work done in Student Services. The need for academic support is ongoing and probably increasing. Therefore, the college needs to keep this a primary focus of our efforts to increase student success. **Michael 5-10-10**

English and Study Skills Center (ESSC): (1) directed learning activities for math and COOP; (2) study skills workshops; (3) the smartxt project which aims to offer access to Kurzweil software universally; (4) increased staffing of the reading center and math lab; (4) computer-aided instruction in the English 301 labs; (5) improved signage and marketing of the learning centers.

EOPS Lending Library: With the economy impacting so many of our students, and EOPS having to limit admissions of new students, we have seen a dramatic increase in students that need help with purchasing books. Some have to limit their unit load because they cannot afford to purchase all of their required textbooks. Adding to our lending library could positively impact many of our students in helping them complete their educational goal in a timely manner.

Math Preparation Classes: The Math Department has developed several preparatory classes designed to refresh and/or build foundational skills in specific math courses as noted below:

- Math 113- Preparation for Calculus 1
- Math 271- Preparation for Intermediate Algebra
- Math 273- Preparation for Pre Calculus
- Math 381- Preparation for Elementary Algebra

Counseling Services: The Counseling Department has implements "drop-in" counseling services at the end of each semester to accommodate the increasing student requests and need for counseling and academic advising services.

Matriculation Services

- High School Assessment Services: English and Math Placement Test services are provided to local feeder high schools: Carmel, Marina, Monterey, Pacific Grove, and Seaside. Testing accommodations as well as ESL testing is made available. In addition, the Assessment Center offers admissions application workshops to each school either on the MPC campus or at the high school.

- Orientation Services: A three-hour orientation session has been specifically designed to address the needs of graduating seniors. The orientation session has several components to ensure a seamless transition from high school to MPC.

- Math Assessments: In consultation with the Math Department, the Assessment Center now administers the Math Diagnostic Test that is designed to provide a more accurate math placement for students.

- Registration Clearance: The Counseling Department has implemented new procedures for clearing a student to register for classes once their assessments results are available.

Basic Skills Initiatives

- BSI Counseling: The Basic Skills counselor is assigned to work with student and instructional faculty in math and English Basic Skills classes. The counselor supports faculty in the classroom; assist in coordination of scheduling classes with the ESSC and Academic Support Center; conducts class visits; participates in the Early Alert process; conducts special topic workshops; participates in develop educational plans and registration for Basic Skills students; and provides scheduled and drop-in counseling appointments.

- PASS: The Partnering for Academic SucceS learning community, implemented Spring 2010, was developed to support our basic skills students, as it's composed of two basic skills classes and a transferable elective class. Basic skills classes included in PASS are ENGL 301 (Academic Writing) and MATH 351 (Pre-Algebra), two classes that historical show a high drop rate. The third class linked in the community is FACS 56 (Life Management). Life Management is meant as the hub of the community, with its curriculum being linked, not only to both English and Math, but also to the life skills that students often need to gain greater success in school and in their personal lives. Our second semester of PASS, which follows a similar format, includes the next level of the Math (MATH 261) and English (ENGL 111), along with PERS 50.

  Once classes begin, students within these 10 units, will receive a variety of support services from the PASS faculty and counselor. Instructors will meet outside of class to coordinate curricula, class policies, and approaches for providing students with an introduction to study skills and services on campus that can increase their success. Academic achievement for our students will be a focal point and these meetings will provide the instructors with an opportunity to discuss and develop teaching strategies to benefit our students. Other PASS academic support includes math tutoring provided within class, as well as outside of the classroom. As a part of the Universal Learning Design, ENGL 301 and FACS 56 will also participate in the Kurzweil project. This project provides the software for our students to have their text read in a digitized format and provides a vast array of writing tools. Instructors will also be able to imbed this digitized text with pointers for reading and instructions that will help the students to best utilize their texts. In addition to academic

support, PASS will involve using our Basic Skills counselor who plans on meeting with each student three times during the semester, as well as drop into one class a week, and provide study and educational talks within our classes.

- <u>Universal Learning Design Smart Txt Project (Kurzwell)</u>: The Smartxt projects integrate Kurzwell technology into mainstream classes and are being adapted to suit the needs of individual students. The goal of the project is to adapt this technology into mainstream courses so its use could benefit all students, including those with undiagnosed learning challenges, basic skills needs or ESL, thereby embracing the spirit of the universal design and facilitating learning for all students. The project involves students using technology to advance their basic skills needs, and it incorporates the effective use of the software by integrating it into the regular course curriculum. The technology is available for students to utilize in several area of campus: the ESSC, TRIO Learning Center (TLC), and both of the Supportive Services & Instruction labs.

Reading Center: All Reading Center programs are entirely student-centered, and the Center has attempted to structure hours of operation to accommodate both day and evening students.

The programs currently available through the Center are ENGL 320, ENGL 330, ENGL 351, ENGL 352, ENGL 402, and ENGL 422. ENGL 402 and ENGL 422 students are further divided into Sounds and Symbols Lab or Reading Café Lab as determined through assessment.
- ENGL 320, Practical Reading, is a multi-sensory computer-based reading program with a process-centered, problem-solving approach. This program equips learners with specific skills and strategies to use the variety of print materials encountered in daily life as workers, parents, job seekers, consumers, and citizens.

- ENGL 330, Reading in Context, is a multi-sensory computer-based reading program that teaches reading strategies and skills through readings in literature, science, and American history so that students both improve reading skills and acquire vocabulary and knowledge of these subject areas.

The following four programs can be grouped in terms of how they support diverse learners:
- ENGL 351, Phonemic Awareness for Improved Reading, Writing, and Speech
- ENGL 352, Comprehension and Critical Thinking Skills
- ENGL 402, Introduction to Academic Reading, Sounds and Symbols Lab
- ENGL 422, Fundamentals of Reading Lab, Sounds and Symbols Lab

  - Each of the above programs is tailored to students' specific educational requirements, and tutors work with students one-on-one or in small groups. These programs acknowledge and validate the student's perspective.
  - Reading materials are based on areas of interest to the individual student and vocabulary is chosen from the student's field/area of interest.
  - The methodology used is multi-sensory and has a structure in place that helps strengthen weak learning styles
  - By using the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS)® tutors help students learn to identify and/or change speech differences and accents.
  - Weak reading and spelling skills keep students from attempting college courses, so when

they are out of work or seek a new career path they often start here. Counselors and adult education facilities refer students to us.

- We refer students to counselor Alex Lopez.
- Texts specific to the Reading Center have subjects that are of interest to adults yet can be read by beginning readers.
- Reading Center faculty and staff integrate their work with that of the English Department, the ESSC, the ESL Department, Academic Support, Supportive Services, and Medical Assisting in an effort to make their assistance available to a wider population on the MPC campus.
- We recommend other programs or classes for support.

The following two Reading Center labs can be grouped in terms of how they support diverse learners:
- ENGL 402, Introduction to Academic Reading, Reading Café Lab
- ENGL 422, Fundamentals of Reading, Reading Café Lab

- Reading Café lab readings draw on common/universal experiences (like not getting enough sleep, how to handle stress, the challenges of working and going to school, the influence of music on behavior).
- Student responses to Reading Café lab assignments encourage them to discuss their own experiences, and the community forum encourages fellow students to comment on, support, and relate to other students' experiences.
- We routinely make accommodations for those students with learning or other disabilities (like the use of Kurzweil), and are willing to accommodate, to an extent, those students with other barriers to their educations, like work and family obligations.
- Most of the students who receive accommodations through us are not identified through Supportive Services. We work with many of those who have fallen between the cracks and also refer students to the Women's Center and Counseling Services.
- We also routinely make referrals to Supportive Services and keep in close contact with Alex Lopez (for our ENGL 422 students) to help address other issues that arise over the semester.
- We work with students individually, addressing their specific challenges and helping them with their coursework.
- We have copies of students' textbooks from their reading classes, and we also have other resources (dictionaries, thesauri, novels, vocabulary texts) to help students with their assignments and to encourage wide reading.
- We have enough computers (as well as technical support) to accommodate our students' technology needs.

TRiO Learning Center: The TRiO Learning Center (TLC) serves Student Support Services and EOPS/CARE students by creating a supportive learning environment. We provide tutoring, financial aid guidance, workshops, access to printers and a copier, computer access, and our newly added lending library.

- SSS New Student Orientation: The purpose of the SSS Orientation is to provide new SSS students with a three-hour "College 101" crash course. The format includes the following:

information about the SSS services; the expectations and responsibilities of both the student and staff; resources at MPC (i.e. Financial Aid, Academic Support Center, EOPS/CARE, Women's Program/Multicultural Resource Center, English Study Skills Center, etc.); overview of MPC academic policies and procedures; overview of catalog and class schedule; commonly used college jargon and vocabulary; overview of the transfer process and web-based resources; and time management. Each student that attends the SSS Orientation will receive an Academic Survival Kit. The kit includes: a USB Drive, a 3-ring binder, binder paper, highlighters, pen, pencil, eraser, set of 5-subject dividers, an academic planner, MPC Catalog and Class Schedule, and Post-its.

The TRiO/SS Orientations serves as an entry point for newly accepted SSS students prior to the start of the fall and spring semester at MPC. These students are our athletes, recent high school graduates, and/or re-entry students, many of whom are first in their families to attend college and/or low-income. As a result of the varying situations, the SSS Orientation is one mechanism for a recent high school graduate to bridge the gap between high school and the community college. Whereas for a re-entry student, the SSS Orientation will be a mechanism to familiarize and assist them as they ease their transition into the college culture of MPC. In addition to the year-round academic and personal counseling that our SSS students will receive, having the SSS Orientation and Academic Survival Kit prior to the start of the semester are beneficial and needed in order to increase retention and fortify transfer and/or graduation, all which are beneficial to student success.

- TLC Lending Library**:** With the economy impacting so many of our students, and EOPS having to limit admissions of new students, we have seen a dramatic increase in students that need help with purchasing books. Some have to limit their unit load because they cannot afford to purchase all of their required textbooks. Adding to our lending library could positively impact many of our students in helping them complete their educational goal in a timely manner.

- TLC as a Learning Community**:** Prior to this academic year, the TLC provided academic support through tutorial services as well as individualized instruction for our instructional component. As a result of not filling our permanent full-time Learning Assistance Instructor position, our program made the decision to shift one our individualized instruction and focused on primarily academic support via tutorial services. The center is staffed with an Adjunct Counselor who serves a dual role as a Coordinator of the TLC and its staff, and assist with drop-in academic/counseling needs. We also have two part-time Instructional Assistants, one that specializes in Chemistry/Sciences and the other in math (basic to transfer level math courses).

Beginning fall of 2009, we piloted a program in collaboration with our Men's Basketball program; the students in that program use the TLC as their study hall/academic support center. They are required to put a minimum of two hours a week in the TLC. Their progress reports are sent to our TLC Coordinator from their coach and are used to follow-up with the students if they are not performing satisfactorily, to address academic issues/concerns communicated by the instructor, and also to congratulate students that are performing well. In return, our TLC Coordinator sends a report to the coach at the end of the week the total hours clocked in for each student. Consequences by the coach are put forth if their hours are not put in as agreed upon. This collaboration has increased the retention, persistence, and academic performance, which all contribute to a holistic approach of student success. It has also created and strengthened the bond between students, our staff, and our programs. In fact, there were (3) students who received Dean's Honor, (2) Dean's High Honor (1)

Dean's Highest Honor and (5) that earned 3.00 and above GPAs. We will be modeling a similar program with our Women's Basketball team next fall.

- SSS Academic Probation Program: At the beginning of this year, prior to the start of the spring semester, student who had below a 2.0 GPA in their fall semester and/or cumulative GPA or did not complete 12 units, were put on SSS Academic Probation. Our TLC Coordinator and one of our Instructional Assistant's designed a Probation Workshop to identify what the challenges were for each student, went over study skills, time management, and resources on campus. Each student signed a contract stating that in addition to their regular academic meetings with a counselor, they would check-in with their counselor or the Instructional Assistant every month for academic progress checks, put a minimum of two hours a week in the TLC or an approved academic center on campus, and maintain a 2.0 and above GPA. The hope is to increase the lines of communication between our program and our students, and work towards a successful semester of completion.

Goal # 5 – Provide educational programs and services in Seaside and Marina that meet community needs. <mark>John</mark>

Objective 1. Develop class and services delivery schedules based on assessment and analysis of community needs

Data garnered from the needs assessments conducted with residents of Marina and Seaside as well as students currently enrolled in courses offered at the Education Center have contributed greatly to the successful enrollments in the courses offered. In recent terms few if any classes have been cancelled at the Education Center due to low enrollment. The practice of utilizing needs assessment results to plan programs and services in Seaside and Marina needs to continue in order for the district to serve the educational needs of the community.

In 2002, in preparation for the planning of the Education Center, the Office of Institutional Research (OIR) conducted a survey to identify the educational and student support services needs of the residents in the district's service area [<mark>Appendix A</mark>]. Out of approximately 7,500 surveys mailed out to a random, representative sample of households in MPC's service area, the OIR received 495 surveys. By far, the disciplines that received the most votes in the general education category were English, mathematics, the arts, and world languages. Among the list of occupational courses, computer science and information systems received the most number of responses, followed by photography. In the personal development area, physical fitness received the most interest. Not surprisingly, the most popular time for taking classes indicated by those returning the survey was Monday through Thursday evenings, followed by Friday evening. Saturday morning was the next choice, followed by Monday through Thursday mornings. When given a choice of length of term, the respondents' most popular choice was eight weeks, followed closely by semester-length courses. When asked what student support services the respondents would need to take classes, financial aid was the highest need among Marina and Seaside residents, followed closely by academic counseling and library/online information resources.

In 2005, the Office of Institutional Research conducted a second needs analysis through a survey of the residents of the area served by the center [<mark>Appendix B</mark>]. The purpose of the survey was to obtain input from residents as to their educational and student support services needs. The OIR mailed 6,000 surveys to a random, representative sample of households in Marina and Seaside. Out of 437 surveys that were returned, 410 were tabulated. The instrument consisted of questions dealing with the types of classes, the types of instructional and student support services needed, the preferred scheduling patterns, as well as the reasons for taking courses. Through this survey, the college confirmed that the residents were interested in general education, occupational, and personal development courses. Based on the results of the survey, general education courses were ranked in the following order:

- World Languages
- Arts and Humanities
- Natural Science
- Social Science
- English
- Math

The top three occupational areas were

- Computer Software Applications
- Business
- Computer Networking

In the personal development area, physical fitness received the most votes. Also ranked were English and math skills, study and learning skills, and English as a Second Language.

From among the student support services listed on the survey, library/online information resources, learning assistance and computer labs, were ranked first and second respectively, with academic counseling a distant third.

The Director of Institutional Research shared the results of the survey with the vice presidents for Academic Affairs and Student Services, along with the deans, division chairs and members of the Enrollment Advisory Committee and the Education Center Planning Team, who in turn used the data to make programmatic decisions associated with the center including schedule planning.

During spring 2007, the Office of Institutional Research conducted a third survey to determine the educational needs of residents of the Monterey Peninsula [Appendix C]. Of the 8,000 total surveys, 5,000 were mailed to residents of Carmel, Monterey, Pacific Grove, and Pebble Beach. The remaining 3,000 were mailed to Marina and Seaside residents; 171 of the 3,000 surveys were returned. The Director of Institutional Research selected a stratified, random sample of residents. The sample was stratified by zip code. Thus, zip codes with more households accounted for a greater proportion of the addresses in the sample. To make the survey results more useful, for class schedule development, the OIR divided English into four areas: composition, literature, reading skills, and writing skills. Combined, 106 respondents indicated an interest in taking English courses. The Office of Institutional Research also divided mathematics into subgroups. Arithmetic, basic math, and pre-algebra comprised the first group; algebra, geometry statistics, and calculus comprised the second group. Proportionately, there was greater interest in mathematics among Marina and Seaside residents than among residents living in the vicinity of the Monterey campus. The combined mathematics responses were 82. Thus, English and mathematics received the most interest, followed by a wide margin by art and Spanish. In the area of career and technical education, the top area of interest, by a wide margin, was computer software applications, followed by accounting, office skills, and general business.

Initially, and in response to survey results, the college offered courses in the basic skills and general education areas. As the enrollments grew and additional portable buildings were added, one of the classrooms was equipped with lap top computers. This provided the opportunity to expand the offerings into areas which require the use of computers such as computer science and information systems, business and computer applications. In addition, the installation of lap top computers in one of the classrooms facilitated the implementation of a mini-learning center where students can obtain tutoring in English, ESL, and mathematics. Also, the dedicated office space houses computers for student use. Students are able to conduct research on the World Wide Web and through the same library search engines that are provided on the Monterey campus. Finally, Monterey Peninsula College is a member of a consortium of colleges in the Peninsula, which includes a book exchange agreement that enables students to request books from other local colleges and universities.

The data garnished from these surveys have been helpful in providing a framework for scheduling classes at the Education Center. However, in an effort to better serve the needs of

the community, and at the same time, be as efficient as possible, Academic Affairs has utilized multiple measures to make scheduling decisions. In addition to data yielded by the surveys, these multiple measures include data on historical offerings and results of observations of student enrollment patterns. Other factors that come into play include the availability of qualified instructors and pedagogical questions. For example, only conversational World Languages courses have been offered at the Education Center, primarily because non-conversational courses require World Languages lab participation. Scheduling these courses at the Education Center would force students to attend both the Education Center and the Monterey campus in order to meet their course obligations.

In regard to programmatic planning and needs assessments for the Public Safety Training Center, college staff has maintained an excellent relationship with representatives from local agencies, who serve on the Fire and Police Academy advisory committees. In addition, the Superintendent/President and the Vice President of Academic Affairs hold regular top level meetings with the local fire and police chiefs to obtain feedback as to the programmatic needs of the agencies. Also, the college has sought input from representatives of local agencies to inform the planning of the facilities of the Public Safety Training Center. For example, on May 22, 2008, college administrators and staff met with representatives from the various fire and police agencies, the sheriff's office, the district attorney's office and the architect assigned to the Public Safety Training Center project to discuss the Initial Project Proposal (IPP) for the Military Operations on Urban Terrain (MOUT) and Parker Flats properties. These properties, located also in the former Fort Ord, are slated to be conveyed to the college in the near future. They will augment the facilities available for the Public Safety Training Center.

Goal 5 Objective 2. Provide support services that are sufficient in quality, currency, depth and variety to facilitate educational offerings. Michael and Larry

This objective should remain an overarching focus for the college with the ongoing development of the Marina Education Center. The following list documents some of the ways that this objective has been addressed. These efforts have demonstrated an appropriate level of services to address the immediate needs of the existing students and constitute a foundation for further improvement. Further efforts will need to be continued as the enrollment at the center increases. Michael

We have made progress in providing student services at these target locations, especially at the Education Center in Marina. We need to continue to work on coordinating these efforts in order to make access to them as easy as possible for students. An updated student and community needs assessment is needed that includes questions related to student services. This could assist in determining and prioritizing the types and appropriate level of student services needed in these target areas. Larry 5-10-10

We have made improvements by committing ongoing and consistent support services at the Education Center at Marina. A solid foundation of student services is now established at the site. Several full-time student services staff now have a percentage of their time assigned to the Education Center in Marina. This allow for an ongoing and consistent presence at the location. The need for support services is ongoing and increasing. Therefore, the college needs to keep this a primary focus in order to increase student access, retention and success at these sites. Larry 5-10-10

Education Center at Marina: A comprehensive plan to deliver ongoing and consistent Matriculation services at the Education Center in Marina has been implemented. A monthly calendar of Student Services exists with an emphasis on Counseling, Assessment, Veterans Services, and Student Financial Services. The services are compliment by other "on demand" services such as: Supportive Services and Instruction, EOPS, CARE, CalWORKs, Student Health Services.

Outreach Services: The following is a list of directed outreach efforts to Seaside and Marina:

- Cash for College workshops

- MPC Community Play

- High School Assessments at Marina High and Seaside High

- Outreach presentations to Central Coast High, Fitch Middle

- Campus Tour for Warner Davis Community Day School

Goal 6. Ensure adequate levels of personnel to support current programs and establish priorities for future growth.

Objective 1. **Provide adequate levels of well-trained support personnel to meet the needs of learning, teaching, college-wide communications, research and operational systems** <mark>Barb</mark>

Due to the economic crisis MPC has lost positions, resulting in fewer faculty, staff and managers to provide necessary services to best meet student needs. This goal must be maintained to focus efforts on restoring and enhancing prior staffing levels when the budgetary situation stabilizes and recovers. <mark>Barb</mark>

This objective remains important to MPC and should remain a focus in order to continue offering high-quality technical and other services to support learning, teaching, communications and operational systems. The following information documents some of the ways that this objective has been addressed and points out the need for additional staff. <mark>Sharon</mark>

MPC was on a path to increase numbers of employees to meet the needs of students and other institutional needs. In 2008/09, a Dean of Economic Development and Off-Campus Programs position was established and filled. In 2008/09 two new full-time faculty positions were added (Math Learning Center and Physical Education/Baseball). Since July 2007, 11 new classified positions were established: custodian (3), groundskeeper, network engineer, IT specialist (Library), clerical assistant (2 – ESSC and Business & Technology), unit office manager and administrative assistant (Marina Education Center), and CurricUNET specialist. Additionally, the part-time positions of lab science manager – Physical Sciences, and lab specialist – Automotive Technology were increased from part-time to full-time. The theatre management specialist was increased from 32 hours per week to 40 hours per week and the athletics & PE equipment specialist position increased from 35 hours per week to 40.

The progress made from 2007/08 has been mostly reversed due to the current economic conditions and many vacated positions have not been filled: three administrators, one confidential, 8.83 FTE classified positions, and 6.2 FTE faculty positions were chilled to balance the budget for 2009/10. It is not yet clear if any more positions will be left vacant in response to the 2010/11 budget.

In order to meet college needs, many departments and divisions have reorganized positions and realigned duties. For example, in Student Services the remaining two administrators have divided the responsibilities formerly shared by four, and are managing with the assistance of faculty coordinators. <mark>Barb</mark>

IT and Media Services personnel are certified professionals in their fields through extensive training and/or education. The training fund is generally adequate for IT staff' training needs. Media Services has received two donations the last two years of $1,000 each for training needs.

IT staff have built a communications and operational infrastructure that is up-to-date, meets our present needs and can be configured to meet future needs for some time to come. A benefit of building the infrastructure in-house is that it can be readily supported in a timely and professional manner.

Through Program Review (in process) it has been identified that additional staff are needed in IT because of the heavy work load resulting in extensive overtime. Given the present budget crisis, this will not take place anytime soon. **Sharon**

Goal 6 Objective 2. Attract and retain the best-qualified employees by continuing to increase compensation for full and part-time staff and faculty

While MPC has so far managed to weather the climate of reduced funding without reducing salaries, but there have been no increases in three years. This objective should remain to keep focus on the need to address this issue as budgets permit. **Barb**

This objective remains important to MPC and should remain a focus in order to continue offering high-quality technical and other services to support learning, teaching, communications and operational systems. However, the present economic conditions will cause this objective to be put on hold for the foreseeable future. **Sharon**

The last cost of living adjustment for employees was 2.45% effective July 1, 2007. Both employee unions have negotiated formulas for salary increases, based on increased revenues received by the College. Since 2007/08, because of the economic downturn, there has not been a revenue increase and therefore there have been no salary adjustments to the overall salary schedules for all employees.

In October, 2008, implementation of a reclassification study for MPCEA classified employees was approved, following a six year process to update job descriptions, determine proper salary placements and negotiate an affordable implementation. The results of this study are being implemented over a five year period with a total increase to salaries of $500, 241. This will be fully implemented July 1, 2012.

The accompanying reclassification study for the confidential employees was implemented on July 1, 2008 with a three year implementation schedule. Full implementation will occur on July 1, 2011, with a total increase in compensation of $36,180. **Barb**

Compensation continues to increase at varying rates depending on economic conditions. In addition there are other benefits to working at MPC such as a collegial working model, respect for IT work, and an administration responsive to appropriate upgrades in IT services. **Sharon**

Goal 7: Maintain and improve district facilities. <mark>Sharon and Joe</mark>

Objective 1. **Create safe, attractive functional facilities through the allocation of bond funds.**

This objective remains important to MPC. The district's current plans call for the renovation of all buildings to minimum standards.   The current schedule being followed will have all projects completed in the next 5 years.   <mark>Joe</mark>

This objective remains important to MPC and should remain a focus in order to renovate instructional spaces in support of a quality learning environment. Since this objective is funded by the Bond, it is not handicapped by the present economic downturn. <mark>Sharon</mark>

The district continues to implement the Facilities Master Plan. Progress on projects during 2009-10 include:
- Starting construction on the new Student Services building, the new Auto Shop classroom and renovation of existing Auto Shop facility, and the new Education Center facilities at Marina
- Completed construction of the Public Safety Center at Seaside, elevator serving new Fitness Center and Gym, new Horticulture Greenhouse, the old Administration Building conversion to General Classrooms for swing space, demolition of old Lecture Forum Bridge, and reconfiguration to parking lots B, C, & J to add 66 additional parking spaces
- Completed drawings for Business Computer Science (BC) and submitted them to DSA for approval and completed demolition and hazardous material removal in BC in preparation for renovation
- Started drawings for state supported project to renovate Humanities, old Student Services, and demolish Business Humanities
- Started drawings for renovation of Theater,
- Completed schematic designs for Music, Student Center, Life Science, Physical Science, Gym, Pool and Tennis Court projects.

The Facilities Committee completed an updated Facilities Master Plan to reflect changes in actual expenses and projections for future budgets based on updated construction cost estimates and changes in state funding. The updated plan was accepted by the College Council and approved by the Board in December 2009.

Improvements related to safety accomplished during 2009-10 include:
- Building evacuation signs were installed in all permanent facilities
- Improvements to the baseball backstop were completed to help protect the Child Development Center
- The generator to provide power for phones and data during a power outage was installed
- Training for Incident Command Center and Building Response Team personnel continues with approximately 60% of identified personnel having completed training.
- Main campus mass notification system installation was completed. System has been tested and is operational.

- Additional security position has been added and vehicle purchased for increased visibility and transportation between main campus and Education Center.
- Sidewalks around the Social Science and old Administration were replaced.
- Additional walkway lighting has been added at the old Administration and the Russell Hansen bridge **Joe**

The processes for new and remodeled academic buildings have included input from IT and Media Services in designing and constructing classrooms that meet the "teaching with technology" needs of instructors. In addition, the replacing of data infrastructure using bond funds has provided better reliability and speed for campus technology services. **Sharon**

Goal 7 Objective 2. Provide a stable and secure technical environment for the entire institution. Sharon

This objective remains important to MPC and should remain a focus in order to continue offering high-quality technical and other services to support learning, teaching, communications and operational systems. Although a great deal of the technology infrastructure upgrades were completed in 2009 from bond funds, this objective remains viable to ensure continued monitoring of the technology environment and the application of upgrades as needed.

Although the moving and upgrading of the Data Center along with upgrading most of the older technology services has been disruptive and painful at times, it has allowed the campus to move into the future with new and improved services along with the increased speed of those services. Updated wireless was just turned on, the upgraded network speeds will comfortably carry video, and the redundant or back-up systems will provide for better security and disaster recovery. The Student Records System is in the process of being upgraded. **Sharon**

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