

MONTEREY PENINSULA COLLEGE

VICE PRESIDENT OF ACADEMIC AFFAIRS

Board Meeting Report

February 26, 2014

Planning Ahead and Growing Gardeners:

The Board of Trustees approves tenure status for faculty for subsequent academic years starting with the 2014-2015 academic year. Today I present to you the class of 2010, Catherine Webb, Lauren Handley, and Adria Gerard. In their own way, each of them are turning into wonderful gardeners on behalf of our students, our college and our community.

Catherine Webb: Catherine holds a BA with a double major in English and Music, from Illinois Wesleyan. She received a master's degree in the History of Music and Music Theory at the University of Chicago and another Master's Degree in Library and Information Science at Dominican University. She worked for a company developing scenario training for many Fortune 500 companies, and then at Adler School of Professional Psychology. She combined all of that, finding her way to MPC, where she is known for her talents as a translator, breaking down information, written materials and concepts into manageable bites, as Academic Senator, Technical Service Librarian, and Faculty Accreditation Officer. She was streamlining workflows and process mapping before it became a campus buzzword!

Adria Gerard: Adria Gerard is the Director of the English and Study Skills Center and the Reading Center. She provides leadership that truly supports student learning, she is a model of effective instruction, and she manages problem solving with grace. Adria has also served the college through a variety of functions, including "PASS Student Learning Outcomes Assessment Project" and on the Basic Skills Committee. Adria holds a Bachelor of Arts in English, Teacher Preparation and Literature and a Master of Arts in the Teaching of Writing. She also received a Post-Secondary Reading and Learning Certificate. She has presented workshops on topics such as on "Media as (Pre) Text: Examining News and Documentary in the Post-Millennial Composition Classroom" (2005, 2006), "Talking about Race: Marlon Rigg's Color Adjustment" (2003), and "Transforming Ourselves: Incorporating Film into the Composition Classroom" (2001).

Lauren Handley: Lauren is a Political Science Instructor in Social Sciences. She holds a Baccalaureate of Arts with double major in Politics and Women's Studies. Lauren went on to work on her Ph.D. in Political Science at the University of Massachusetts, Amherst and was awarded a Masters of Arts in 2009. Her dissertation is on "Food Riots and Democratic politics." She has given a couple of papers at the Western Political Sciences association on how Hegel's concept of need relates to democracy. Lauren has presented at conferences on topics such as "Frail Democracy: A consideration of the Relationship between Politics and Necessity in Deliberative Democracy." She serves on the Academic Senate, the Equivalency Committee, and as advisor to the Monterey Peninsula College's Honor Society.

Planning Ahead and Growing Resources:

People across the campus are involved in a variety of grant efforts, with hope and faith in the future of the college, its programs and its community.

Song-Brown Registered Nurse Education grant proposal: Laura Loop, Director of the Maurine Church Coburn School of Nursing at MPC, is working on a Song-Brown capitation grant proposal for the nursing program. The Song-Brown Registered Nurse Education grant funding is offered through the Office of Statewide Health Planning and Development, Healthcare Workforce Development Division, and presents an opportunity for institutions such as MPC, to attract students from underrepresented groups.

Bank of America Charitable Foundation grant proposal: Kathleen Clark, COOP Instructor/Program Coordinator worked with Beccie Michaels and Allison Payne, from the MPC Foundation, to submit a Bank of America grant proposal titled “Internships Work for Everyone: The Modern Day Students’ Bridge to Experience and Employment.” One of Bank of America’s Charitable Foundation priorities is to support programs on workforce development and education, through empowerment and employment opportunities. The program supports providing underserved students with pathways to help succeed, develop job skills and good habits, and obtain livable wage jobs.

National Science Foundation (NSF) supplement grant: The Marine Advanced Technology Education (MATE) Center at MPC and McREL International sought supplemental funding from the NSF Advanced Technology Education Program (ATE) to support a planning meeting of Pacific Island educators and develop plans to improve Science, Technology, Engineering, Arts, and Mathematics (STEAM) education by developing marine technology and underwater robotics activities and programs in the region. The grant proposal was approved for funding for \$69,392.

US Department of Agriculture grant proposal: The Academic Affairs administrative team continues to work with Beccie Michael, MPC Foundation Director, on a grant titled “Food for Thoughts,” to be submitted to the US Department of Agriculture. As a designated HSI institution, we are developing ways of providing diverse students with access to knowledge of nutrition, diet and wellness. We are creating career pathways to address areas of growing workforce needs (e.g. dietary managers). This will be supported through curriculum development, including a face to face and an online nutrition certificate, covering dietetics as well as food safety and management. This effort builds upon (1) industry demands, (2) emerging needs for alignment with Obama Care, a (3) hearty distance education potential, and (4) existing and robust hospitality, nutrition, health care and science curriculum and programs.

Planning Ahead and Mapping the Way:

AB 86 Adult Education Regional Consortium grant: Michael Gilmartin and Celine Pinet are continuing to work on the AB 86 Adult Education Regional Consortium efforts in partnership with Carmel, Pacific Grove, and Monterey Peninsula Unified School District’s Monterey Adult School, and the Pacific Grove Unified School District’s Pacific Grove Adult School. The partnership focuses on the development of an implementation plan to serve the needs of adults in the region. The consortium plans to assess unmet needs and explore how to better dovetail current and future offerings. The consortium will study elementary and secondary basic skills courses, citizenship courses, DSPS courses, short term career and technical education courses, apprenticeships, and GED programs for adult education.

SB 1070 Career Technical Education Pathways: The SB 1070 Career Technical Education Pathways Program is providing funding to help improve linkages and increasing student success and training in postsecondary education by developing career pathways between high schools and community colleges. The mission of the effort is to contribute to California’s job growth and economic vitality by fostering partnerships, collaboration and articulation between middle and high schools, postsecondary education,

and regional business and labor organizations in high growth, high need, or emerging regional economic sectors. The efforts are funded and led through sector navigators regrouping regional areas.

California Career Pathways Trust: Michael Gilmartin, with strong support of Jon Knolle, is working with colleagues to further align career pathways programs through regional collaborative efforts between school districts, county superintendents of schools, charter schools, and community college districts. The purpose of this grant effort is to provide support for the establishment or enhancement of locally defined career pathways and of programs that connect business entities, community organizations, and local institutions of postsecondary education while accounting for regional economic sectors. The area CTE Deans, including Michael, are working with the State Chancellor's Office to dovetail the various potential and ongoing CTE pathways funding efforts.

Planning Ahead and Connecting the Dots:

Our student population is changing demographically. Some of it is perhaps a result of regulations, and some a result of demographic changes in our service areas and offerings.

We are pursuing a series of surveys to guide strategic planning and mapping the way, help us learn about our service population and our community, and assist us in gathering evidence to inform the development of the accreditation self-study.

Student Satisfaction Inventory: The Noel Levitz Student Satisfaction Inventory is a survey designed for traditional-age, undergraduate students. The results will allow us to assess performance gaps or to assess how well MPC is meeting student expectations. It is based on surveying students in a random sample of classes across divisions and areas, including basic skills, general education, and occupational areas. Portions of the survey, for example, focus on "student centeredness" to assess how good the college is at meeting this standard and help students feel a sense of belonging and feel welcomed on campus. The survey also assesses, for example, whether students are pleased with the quality of the instruction they receive and whether they feel well served.

Assessing educational needs of adults in our region: In addition to internal dialogue, the college also plans to gather feedback through consortium colleagues and residents' surveys. The college is moving forward with the planning phase of the AB 86 Adult Education Regional Consortium of the Monterey Peninsula. The consortium includes the Monterey Peninsula Community College, the Monterey Peninsula Unified School District's, Monterey Adult School, and the Pacific Grove Unified School District's, Pacific Grove Adult School. Each agency plans to continue to offer adult education programs. As a group we also want to assess unmet needs and identify means by which we can attempt to meet the growing educational needs of the adult population in our region.

Employment Outcomes Survey: We are also interested in a survey that would take place in 2014-15 which will provide longitudinal data on the ability of our students to gain employment in the fields we trained them for, and students going through our certificate programs. With this survey it will be possible to report employment outcomes back to high schools. This information is important for counselors, for reporting to high schools, for Career Technical Education faculty, and of course, for students themselves.

Distance Education Satisfaction Surveys: The Chancellor's Office will be conducting two distance education satisfaction surveys this spring, including a student satisfaction and a faculty satisfaction

survey. MPC will consider participating in the surveys, which will allow us to gather information, assess ourselves and learn about our service population, in comparison to system-wide data and information. The survey methodology provides for the ability to accommodate local college specific questions as well as the broader course interaction and content questions.

Planning Ahead and Organizing for the Self Study:

Accrediting Commission for Community and Junior Colleges is leading an effort to review the accreditation standards, a review process which will be finalized in June 2014. Monterey Peninsula College has been participating in the standard review process, providing feedback through a variety of venues. For MPC, the writing of the self-study will take place with the new standards in place. New emphasis is being placed on student achievement in addition to student learning. Below are two efforts currently ongoing in continued evaluation, improvement and sustenance of the quality of our offerings and focus on student learning and student achievement.

Annual Report: Each year, the Accrediting Commission for Community and Junior Colleges requires we submit an annual report and an annual fiscal report. The Commission reviews the information provided, and relevant information gathered from the reports is passed along to the team chairs at the time of the college's next comprehensive visit. For the second year in a row, the report is requesting we include student achievement information about successful course completion rates, program completion, and transfer rates. For CTE programs, we may consider licensure passage rates and graduate employment rates. Also for the first time, this year's report is requesting qualitative answers describing, for example, effective and/or innovative practices at your college for setting institution-set standards and evaluating college or program level performance related to student achievement.

Mission, Academic Quality, Institutional Effectiveness and Integrity (Standard One): Per ACCJC standards, the Institution must show commitment to a mission, with an emphasis on student learning and achievement. The college must also demonstrate continuous and systematic evaluation, plans, implementation and improvement of the quality of its educational programs and services.

Through the leadership of College Council and in collaboration with the accreditation committee, the college is currently undergoing a review process of (1) its mission statement, (2) its institutional goals and (3) its planning and resource allocation and program review processes, ensuring clear linkage between each. Subcommittees are researching and documenting progress made towards reaching institutional goals. As well, the Education Master Plan will serve as a road map for the definition and assessment of area goals and objectives. The review process is helping to ensure student learning and student achievement are core to our discussion, analysis, planning and resource allocation processes.

These effort and many others, that of the surveys, and that of the digitized reflections on student learning are helping to pave the way for the preparation of the accreditation self-study.