



MONTEREY PENINSULA
C O L L E G E

EDUCATION MASTER PLAN
2012-2017

Table of Contents

Introduction.....	2
Process.....	3
Mission, Values and Goals.....	7
Mission.....	7
Institutional Values.....	8
Goals.....	8
Environmental Scan.....	9
MPC’s Location	9
The Communities We Serve.....	9
Economic and Employment Factors.....	11
K-12 Trends.....	12
MPC’s Student Population	15
State and Federal Mandates.....	17
Student Success Task Force Report.....	18
Accreditation Recommendations.....	19
Student Transfer Reform SB 1440.....	21
Repeatability.....	23
Basic Skills Initiative.....	23
Career and Technical Education.....	24
In Summary.....	25
Strategic Goals.....	26
Appendices.....	31
A – Strategic Initiative Basic Skills.....	32
B – Strategic Initiative CTE.....	34
C – Strategic Initiative Continuing Education.....	36
D – Strategic Initiative Ft. Ord Education Center.....	37
E – Strategic Initiative International Students Program.....	39
F – Strategic Initiative MPC Online.....	41
G – Strategic Initiative Technology Sustainability	43
H – Unit Plans Initiatives.....	45

Introduction

A plan is a map; it helps everyone understand an organization's course. It establishes criteria for decision-making and budgeting and helps provide a framework for the organization to fulfill its mission, stay true to its values, and accomplish its goals.

Monterey Peninsula College's (MPC) 2012 Education Master Plan (EMP) is the college's academic map; it serves as one of the college's central planning documents. It not only provides the college with general direction in support of achieving its mission and institutional goals, it also provides a framework for the integration of virtually all of the college's planning efforts over the next five years.

MPC's 2012 EMP, created as part of an integrated planning effort to assess and respond to ongoing changes and opportunities, reflects the college's dedication to student learning. It recognizes influential mandates established through the Accrediting Commission for Community and Junior Colleges (ACCJC) and impending or recent legislation, for example, Senate Bill 1440 and the Student Success Initiative. It also takes into account county-wide data and college-wide needs and opportunities. In sum, it allows college constituencies an opportunity to see how MPC plans to accomplish its goals during the next five years while remaining true to its mission and values.

Process

The planning process began under the guidance of the Vice President for Academic Affairs in Fall 2011. To ensure a variety of points-of-view were considered, faculty, classified staff, and students were recruited to the Education Master Plan Committee. The Associated Students, the Academic Senate, and the Classified Employees Association were consulted as the committee was formed. These groups confirmed that their respective constituencies were represented. The Director of Institutional Research and the Executive Director of the MPC Foundation were appointed to serve on the committee as resources along with the Vice President for Academic Affairs.

Simultaneously, members of each academic department and student service area drafted a unit plan, describing its role, scope, and direction for the next five years. The objective of the unit plan was to summarize existing goals from the area's current program review and action plans, acknowledging current challenges and future directions. The submitted plans are to be reviewed through the program review process, integrating a feedback loop for continuous improvement and adapting to change, where needed.

In December 2011, the Superintendent/President invited the campus and community to a town hall discussion about the EMP. After reviewing the unit plans and environmental scan data, as well as considering the feedback from the town hall discussion, the Superintendent/President and three Vice Presidents identified institutional priorities (see Appendices for Strategic Initiatives and Unit Plans) reflective of the existing institutional goals.

In Spring 2012, the EMP Committee reviewed MPC's previous planning model as well as those used at other community colleges. This process, in turn, led to the development of a master plan outline. Members of the EMP Committee then took responsibility for sections of the document. A template emerged that served as an organizational tool for linking strategic goals with influencing factors, objectives, and lead responsibilities.

After designing the framework of the Education Master Plan, the EMP Committee conducted further background research. Internal and external factors were considered, including regional economic and demographic trends, economic development inventories, and partnership reports on new economic visions for Monterey County.

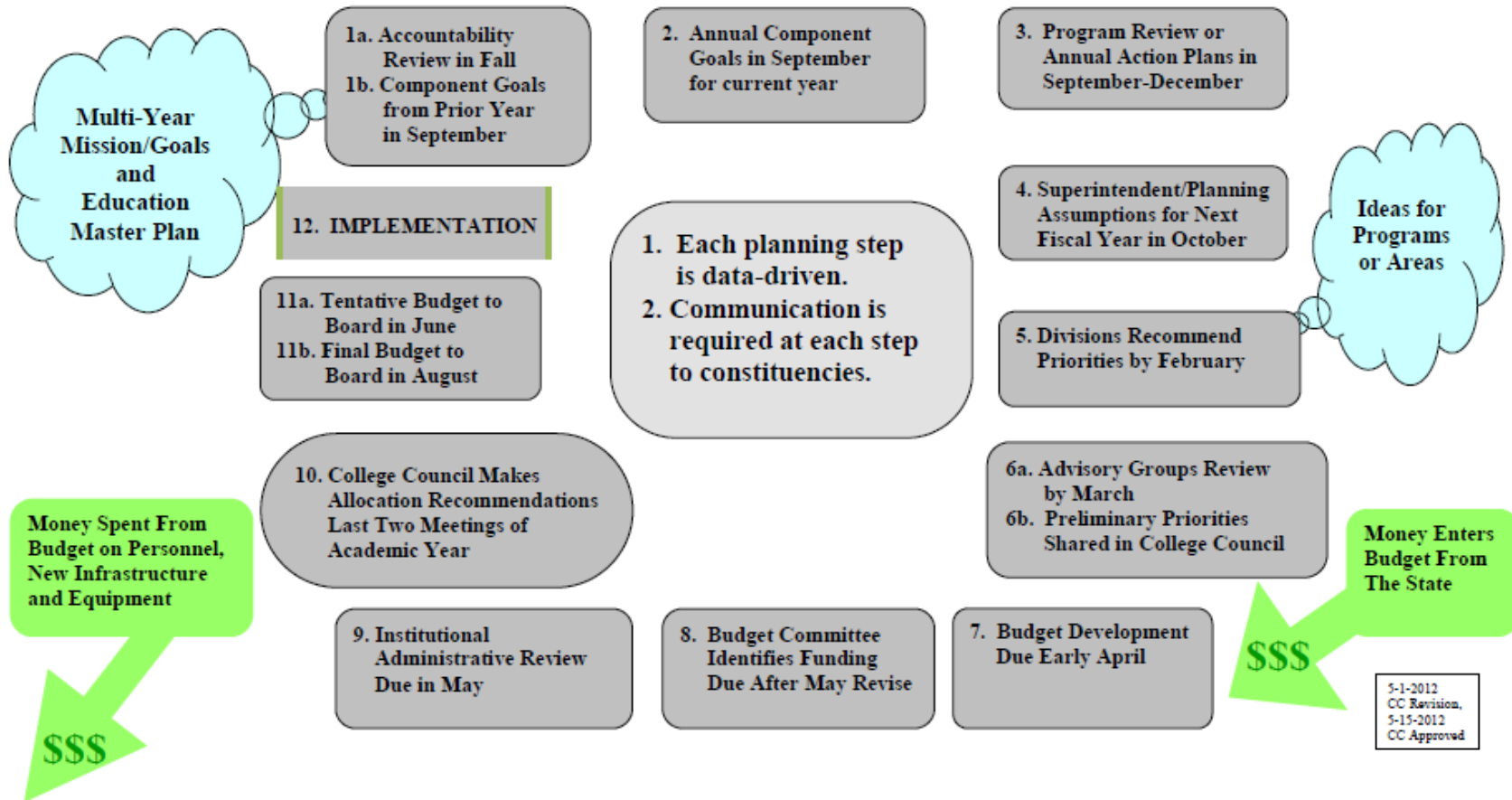
External factors were drawn from the Stanford Research Institute's Report on Economic Opportunities in Monterey County: <http://www.co.monterey.ca.us/EconomicDevelopment/pdf/plan-updates/Deliverable-1-Notes-Version-FINAL1.pdf> and the Competitive Clusters partnership between the Monterey County Business Council: <http://www.mcbusiness.org/> and the Monterey County Office on Economic Development: <http://www.co.monterey.ca.us/EconomicDevelopment/economic-development.shtml>, providing information on regional economic initiatives. Internal factors were culled from an extensive review of the academic division and student service unit plans, strategic initiatives, and emerging educational challenges and opportunities in order to design the major principles of the plan.

The EMP Committee then drafted the EMP and established a strategy to vet the plan and share it with the campus and community. In March 2012, the draft was presented to the Superintendent/President and Vice Presidents for approval. In April, the draft was presented to the Academic Affairs Advisory Group, the Administrative Services Advisory Group, the Student Services Advisory Group, and the Academic Senate. Faculty, staff, students, and the community were also invited to view the draft online as well as give input at two study sessions. Following approval from the campus advisory groups and considering the input from all others, the final draft of the EMP was presented to the Superintendent/President for approval in May. Final approval was granted by the MPCCD Board of Trustees in July 2012.

Based upon the completed EMP and the MPC Planning and Resource Allocation Process (see chart on the following page), all areas will complete program review action plans in Spring 2013. The EMP will also influence the development of the 2013–2014 class schedules and the review of other institutional plan documents.

cc

Monterey Peninsula College Planning and Resource Allocation Process



In subsequent semesters, guided by the EMP framework, each department or unit will engage in dialogue on its own effectiveness and complete Student Learning Reflections and assessment of outcomes. These reflections will direct and inform each department's or unit's program review and yearly updates. Plans and objectives set forth in the EMP will be reviewed. Each administrator and committee will provide an account of progress made on each item through the component goals process, and the plan will be updated as needed, integrating a feedback loop for continuous improvement and adapting to change. Through this process, MPC employs ACCJC's cycle of evaluation, planning and continuous quality improvement in support of institutional effectiveness.

Mission, Values and Goals

As a California community college, MPC serves the educational needs of its community under the direction of the State Chancellor's Office. Thus, its mission is aligned with the mission of the California Community College (CCC) system.

Mission of California Community Colleges:

California Community Colleges are to offer academic and vocational education at the lower division level for both recent high school graduates and those returning to school. Another primary mission is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. Essential and important functions of the colleges include: basic skills instruction, providing English as a second language, adult noncredit instruction, and providing support services that help students to succeed. Fee-based Community Service education is designated as an authorized function. To the extent funding is provided the Colleges may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions. [EDUCATION CODE SECTION 66010.1-66010.8](#)

This Mission includes basic skills, transfer and vocational education, and adult noncredit instruction. Additionally, California community colleges have been directed to make career technical education, transfer and basic skills priorities. "Highest priority for course offerings in credit and noncredit shall be given to courses that advance students' academic progress in the areas of basic skills, ESL, CTE, degrees and certificates, transfer and in the context of labor market or economic development needs of the community." *California Community College Student Success Task Force Recommendations, Final Report, January 2012.*

MPC's Mission, approved by College Council on April 5, 2011 and the Board of Trustees on May 24, 2011, reflects the mission of CCC:

Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.

While MPC recognizes the state's priorities, it is also cognizant of its own demographics. Therefore, it is using its resources to support transfer, career, and basic skills instruction while working to develop means to continue offering life-long learning opportunities. The combined state and local priorities are evident in the adopted Institutional Values and Goals.

Monterey Peninsula College Institutional Values

To achieve its mission, MPC holds the following institutional values as vital:

- Recruiting and retaining highly qualified and diverse faculty and staff.
- Supplying and supporting faculty and staff with high quality equipment and necessary training.
- Providing all faculty, staff, students and support personnel with clean, attractive and safe facilities.
- Fostering a culture of collaboration to promote and achieve student success.

Monterey Peninsula College Goals

Every three years, the college reviews and revises its institutional goals. The goals, approved by College Council on April 5, 2011 and the Board of Trustees on May 24, 2011 for 2011 to 2014, are as follows:

Goal 1: Promote academic excellence and student success.

Goal 2: Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.

Goal 3: Manage the rate of growth in programs and services in Seaside and Marina, subject to funding and growth conditions.

Goal 4: Maintain and strengthen instructional and institutional technology.

These values and goals provide the framework for the EMP.

Environmental Scan

An environmental scan represents a fundamental part of the development of strategic planning. It includes factors that will influence the direction and goals of our organization, with consideration given to both present and future factors. In this section we describe our current college community and students, and we make predictions about our community and our students in the future. We review significant factors and mandates, based on state, legislative and national concerns, which will require us to plan and adapt over the next five to ten years. This background information provides a context for specific elements, strengths, challenges and opportunities addressed in the EMP.

MPC's Location

MPC is located on the Monterey Peninsula, which is on the central California coast. The college includes the campus in Monterey, an Education Center in Marina, and the Public Safety Training Center in Seaside. The MPC district is 665 square miles and represents 18% of the area of Monterey County. The district is bordered on the north and east by the Hartnell Community College District and bordered on the south by the San Luis Obispo Community College District.

The Communities We Serve

MPC serves the communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside. In addition, the district extends south along the coast just beyond Big Sur. The cities of Marina and Seaside, in the north part of the district, have the highest population density, as measured by the number of persons per household. Marina is the city in MPC's district with the most potential for growth in population and housing <http://www.ambag.org/reports/census.html>. MPC's Education Center in Marina and the Public Safety Training Center in Seaside provide access to education and training opportunities to constituents in the northern part of the district's service area. (See Appendix D - Strategic Initiative Ft. Ord Education Center.)

Monterey Peninsula Community College District

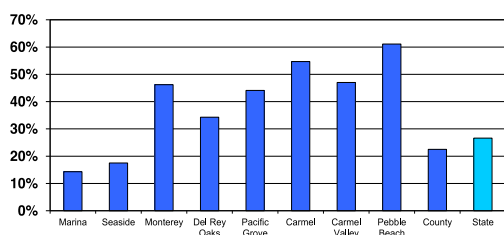


Sources:
 Insert Agency #1 or Author#1, Data Title #1, Date #1, URL #1.
 Insert Agency #2 or Author#2, Data Title #2, Date #2, URL #2.
 College data from CCC GIS Collaborative, CCC_GIS_Basemap_20090501,
 www.cccgis.org

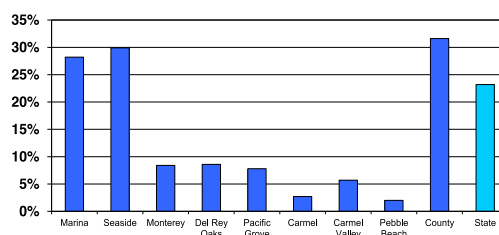
Draft: (insert date)
 Direct questions to (insert e-mail)
 or visit www.cccgis.org

The demographics on the peninsula illustrate a contrast between two diverse populations – a predominantly older, educated, white population in the south, and a younger, more ethnically diverse, less educated populace in the north. In the cities of Carmel and Pebble Beach, for instance, over 50% of adults have baccalaureate degrees or higher; this is twice as high as the figure for Monterey County. By contrast, fewer than 20% of the residents of Marina and Seaside have baccalaureate degrees. In fact, nearly 30% of adults in Marina and Seaside do not have a high school diploma. <http://www.city-data.com/city/Marina-California.html> and <http://www.city-data.com/city/Seaside-California.html>

Educational Attainment - Community
Percentage of population w/ bachelor's or higher



Educational Attainment – Community
Percentage of population w/o HS diploma



Marina is the most ethnically diverse city in MPC’s district; 64% of the residents are non-white. Specifically, 27% of Marina residents are Hispanic or Latino, 19% are Asian, and 7% are African-American, 3% are Native Hawaiian, and the remaining 7% non-white residents identify themselves as “two or more races.” The city of Seaside also has a fairly high percentage of Hispanic/Latino residents (43% Hispanic/Latino). Overall, the population in the incorporated cities on the Monterey Peninsula is 50% white, 28% Hispanic or Latino, 10% Asian, 5% African American, 1% Native Hawaiian, and 4% “two or more races.”

On a related note, 39% of the residents ages 5 and older in Marina speak a language other than English at home. In Seaside, 47% of the residents age 5 and older speak a language other than English at home. At Marina High School and Seaside High School, 16% and 20% of the students, respectively, participate in English Language Development (ELD) programs.

Economic and Employment Factors

The major industries in Monterey County are tourism and agriculture; in addition, the military maintains a strong presence despite the closure of Ft. Ord in 1994. On the Monterey Peninsula, the major employers are Community Hospital of the Monterey Peninsula (CHOMP), Naval Postgraduate School (NPS), Pebble Beach Company and Resorts, and the U.S. Defense Department. The resources available on the former Ft. Ord base have also resulted in additional opportunities for training of public safety (law enforcement and fire) professionals. Though the focus for the EMP is the peninsula and county, there are a number of employment opportunities beyond the Monterey Peninsula, for example, in computer science and in health care in Silicon Valley.

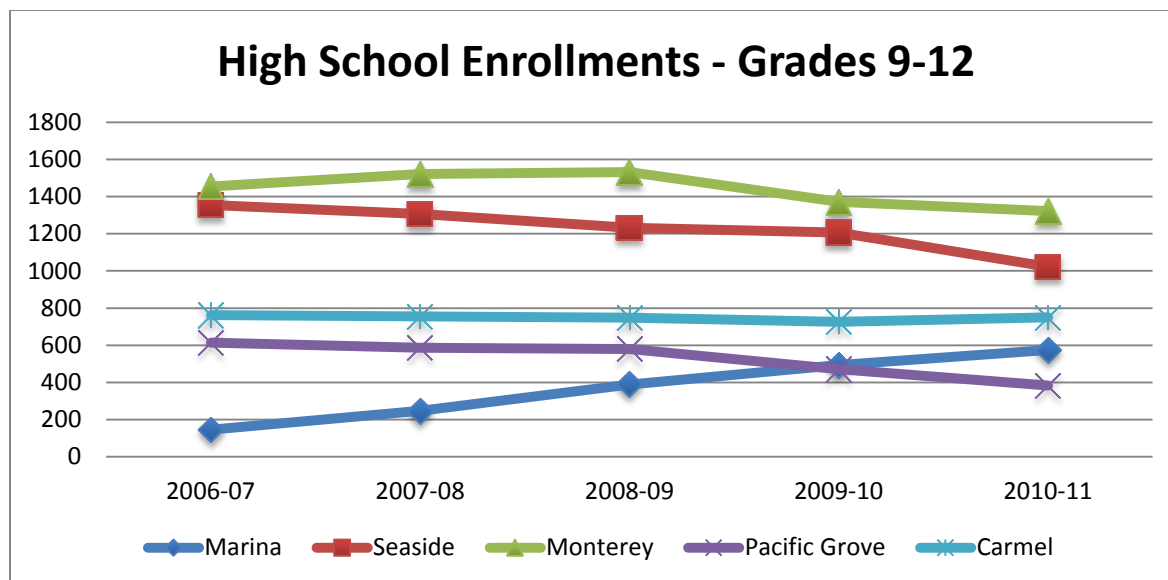
The unemployment rate for the Monterey Peninsula (7.3%) is lower than that in the county (14.9%); however, there are differing unemployment rates for the various cities in the Peninsula. Marina and Seaside (at 9.0% and 8.9%, respectively) have higher unemployment rates than the other cities on the Peninsula such as Monterey (6.9%) and Pacific Grove (5.8%). (Data source: California Employment Development Department, January 20, 2012).

Labor market data for the Salinas Metropolitan Statistical Area, which includes the Monterey Peninsula, <http://www.calmis.ca.gov/htmlfile/msa/salinas.htm>, indicate that occupations requiring an associate degree or bachelor's degree with the most projected openings in the next few years are for teachers, nurses, medical secretaries, general and operations managers, auditors and accountants.

K-12 Trends

There are three unified school districts in MPC's district: Monterey Peninsula Unified School District (MPUSD), Pacific Grove Unified School District (PGUSD), and Carmel Unified School District (CUSD). MPUSD has three high schools: Marina High School, Seaside High School, and Monterey High School. The two other districts have one high school each. Additionally, MPC's service area includes four private schools that serve high school students: York School, Stevenson School, Santa Catalina School, and Trinity Christian High School.

The following graph shows enrollment (grades 9-12) at each of the five public high schools in the district over the past five years. Enrollment at Marina High School has increased steadily; whereas, enrollment in the other high schools has decreased or remained steady. MPC also draws students from outside the district, particularly from Salinas. One-third of our total enrollment comes from outside of the college district, of this, 54% live in Salinas or Castroville. Only a small percentage of the out-of-district students are recent high school graduates; for example, only 33% of students from Salinas graduated from high school within the previous three years.



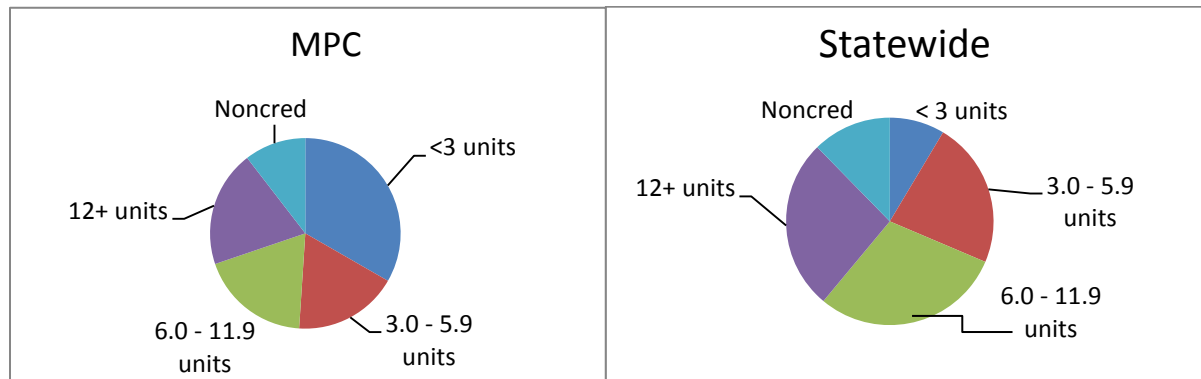
The graph above illustrates the total number of high school *enrollments*; the table below shows the number of high school *graduates*. The number of high school graduates in MPC's district has consistently been fewer than 1,000 students per year. The table below shows the number of graduates in 2009-2010, the percentage that graduated with University of California (UC)/California State University (CSU) required courses, and the percentage of graduates enrolled in postsecondary institutions. The data indicate that only 26% of the 196 graduates from Seaside High School completed the coursework required for admission to the UC and CSU systems, and only 50% of Seaside High graduates enrolled in postsecondary institutions after high school graduation. By contrast, 72% of graduates from Carmel High School met the coursework requirements for admission to the UC and CSU systems, and over three-fourths of graduates from Carmel High School enrolled in a postsecondary institution after high school graduation.

High School	Grads in 2009-10	% with UC/CSU required courses	Postsecondary enrollment
Marina	82	41.5%	---
Seaside	196	26.0%	50.0%
Monterey	311	48.6%	55.8%
Pacific Grove	123	47.2%	65.3%
Carmel	166	71.7%	76.3%
<i>COUNTY</i>			66.2%
<i>STATE</i>			74.4%

Students who choose not to graduate from high school or who do not prepare to enter college are often at a disadvantage; they may not possess the academic skills, self-worth, and motivation to enroll in and complete college courses. In response, MPC continues to offer student support programs such as TRiO (Student Support Services, Upward Bound, and Math/Science Upward Bound), College Readiness, and Extended Opportunity Program and Services (EOPS). The college also offers a range of basic skills courses related to educational goal-setting, reading, writing, and math. Efforts are currently underway to provide greater coordination between Student Services and Academic Affairs, giving students strong support mechanisms to help them succeed in an academic environment.

MPC's Student Population

In Spring 2011, 19.8% of MPC students attended full-time, 69.8% were part-time, and 10.5% were noncredit. By contrast, 26.6% of all CCC students attended full-time, 61.1% were part-time, and 12.3% were noncredit.



The unit load profile of MPC students is probably related to the students' educational goals, academic level, and age. Approximately one out of five students (21.3%) at MPC indicated that their educational goal is lifelong learning. This is not surprising as 26.5% of MPC students already have a baccalaureate degree or higher and another 9.4% have an associate degree. In contrast, 8.1% of all CCC students have a baccalaureate degree or higher. Of the students surveyed, 26.7% indicated that their goal was to transfer to a 4-year institution, and 38.6% indicate they were attending MPC for an occupational degree or certificate, or career development. The remaining 13.4% are at MPC for skills development or are undecided on their goals. MPC's demographics relevant to age and citizenship also make MPC unique. MPC students tend to be older than the overall CCC student population; one out of five MPC students are age 50 or older, whereas only 10.2% of CCC students are age 50 or older.

Less than 1% of MPC students are international students, comprising 64 students from Eastern and Western Africa, Northeast, Southeast and Central Asia, Europe, the Middle East, Latin and South America, and neighboring Mexico and Canada. According to an article in the November 13, 2011 edition of *USA Today*, the number of international students attending U.S. colleges and universities is on the rise:

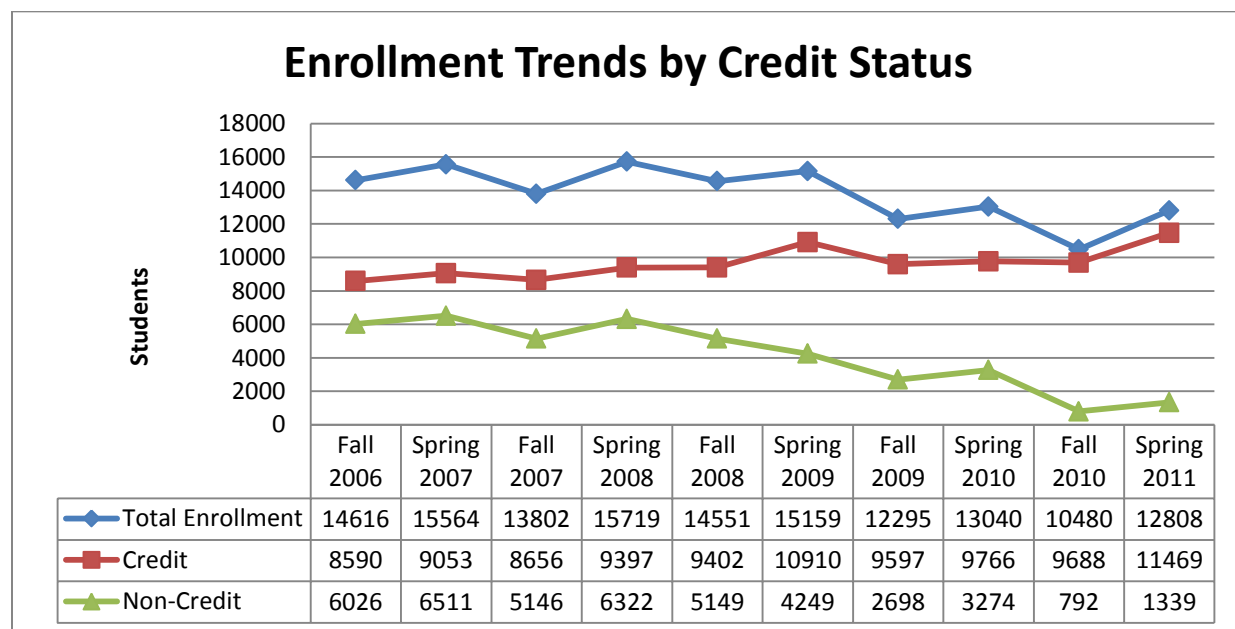
The number of international students at U.S. colleges and universities rose 4.7% to 723,277 during the 2010-2011 academic year, as reported in an annual report by the Institute of International Education (IIE), which has tracked data since 1949.

Enrollments have been on the upswing since 2006-2007 and grew 32% over the past decade, IIE data show.

The number of U.S. students earning college credit abroad also increased by 3.9% in the 2009-2010 academic year, the latest year for which data are available, IIE said. The previous year, the number of U.S. students going abroad had dipped slightly for the first time <http://www.usatoday.com/news/education/story/2011-11-13/foreign-students-boost-usa-economy/51188560/1>.

There is an opportunity for growth in international student population at MPC through external and internal recruitment. (See Appendix E - Strategic Initiative International Students Program.) Growth in the college’s international student population would benefit local students, the college, and the local community.

The graph below illustrates headcount enrollment trends which speak to the number of students MPC serves. The graph includes all students, counting those enrolled in noncredit and off-campus offerings. Enrollment is generally higher in spring semesters than fall semesters. The noncredit population dropped dramatically starting in Spring 2008, due in part to the district’s efforts to decrease enrollment in off-campus, noncredit offerings.

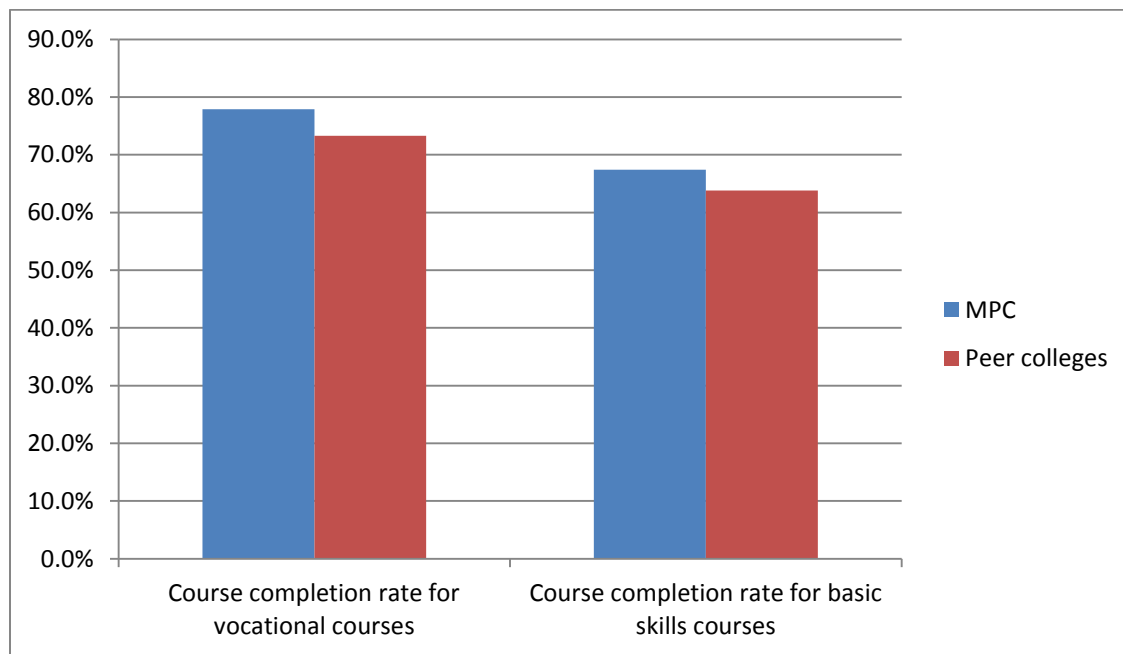


The table below shows annual Full-Time Equivalent Students (FTES) over time, from 2001-2002 to 2010-2011. The total FTES generated each academic year determines the amount of apportionment revenue. The table shows the total FTES for MPC, as well as FTES for distance education. While the total FTES has fluctuated overall, distance education has increased steadily over the past ten years, providing an alternative academic pathway. Distance Education also provides a venue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population. (See Appendix F - Strategic Initiative MPC Online.)

Year	FTES/MPC	FTES/MPC/Online	FTES/MPC/LR	FTES/MPC/DL	%FTES/MPC/DL
2001-02	7799.73	0	251.94	251.94	3.20%
2002-03	8080.12	17.44	237.41	254.85	3.20%
2003-04	7920.79	27.37	237.59	264.95	3.50%
2004-05	7225.69	52.83	208.43	261.26	3.60%
2005-06	6713.25	103.48	177.89	281.37	4.20%
2006-07	7651.58	184.69	159.19	343.89	4.50%
2007-08	8096.78	222.88	148.71	371.59	4.60%
2008-09	7915.16	255.89	144.06	399.95	5.05%
2009-10	7438.68	337.00	115.00	452.00	6.08%
2010-11	6836.19	447.60	56.91	504.51	7.38%

Key: FTES – Full-Time Equivalent Student, LR – Living Room Series, DL – Distance Learning

MPC is not only concerned about enrollment trends; it also monitors and addresses issues of success. The graph below shows MPC’s performance on two performance indicators from the statewide Accountability Reporting for the Community Colleges (ARCC). The graph indicates that MPC’s course completion rates for both vocational courses and basic skills courses are higher than those of its peer colleges.



State and Federal Mandates

Within our community college system, many factors affect our efforts to develop and improve programs and services, including government and agency mandates. The areas listed below will need to be considered as we plan and prepare for 2013-2018.

Planning and Preparing for the Implementation of the Student Success Task Force Report Recommendations

In January 2012 the California Community Colleges Board of Governors (BOG) approved a document entitled the Student Success Task Force Recommendations. Many of the recommendations will require legislative and/or Title 5 changes and modifications, along with funding responses, before implementation can occur.

Summary of SB 1456, the Student Success Act of 2012:

SB 1456 is the “centerpiece” legislation resulting from the 2011 Student Success Task Force recommendations and is sponsored by the BOG. The bill revises the Seymour-Campbell Matriculation Act of 1986 to reflect the recommendations of the Student Success Act of 2012. Specifically, the bill would target matriculation funds for student orientation, assessment, and education planning and require entering students at campuses receiving matriculation funds to participate in those services once approved by the BOG. The bill would also require participating campuses to establish a campus scorecard and use a common assessment system. Finally, the bill establishes new requirements and conditions for students to continue receiving a BOG fee waiver. <http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

At this time MPC is considering the impact of possible legislation and the corresponding recommendations on current programs and services. Some of the areas highlighted in the Student Success Task Force Report which may direct our institutional planning include:

- Creating education plans for virtually all students, which may result in a shift in enrollment patterns; for example, we may expect to see fewer enrollments in credit courses in the creative arts and in physical education. Working with students to prepare individual education plans may significantly impact demands on counseling staff.
- Utilizing common assessment tests in English and math.
- Emphasizing early completion of basic skills courses, along with support for basic skills instruction.
- Continuing/expanding alignment with area high schools for college readiness.
- Closely monitoring completion rates for degrees, certificates, program progression, and meeting individual student academic goals.
- Developing campus “scorecards” based on ARCC data (statistical college information already gathered by the CCCO).

One of the goals referenced in the Student Success Task Force Report is retention of students. Students often drop courses or choose not to complete programs. These actions are costly to the students, the college, and the state. We would be wise to understand the challenges students' face that threaten persistence and then develop deliberate plans aimed at reducing attrition.

Visit the CCCO website for the Student Success Task Force Report, Adopted 1/17/12, and Summary: <http://californiacommunitycolleges.ccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Accreditation Recommendations

At the end of the ACCJC evaluation team's visit in March 2010, the team prepared an evaluation report recommending a reaffirmation of MPC's accreditation. The report included eight commendations and four recommendations. The four recommendations related to student learning outcomes and distance education are:

1. In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, programs, certificates and degrees, the team recommends that the college complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).
2. In order to meet the Commission's 2012 deadline, the team recommends the college completes the process of identifying course level student learning outcomes (SLO) and ensures student information is clear, that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes (IIA.2 and IIA.6).
3. In order to meet the Commission's 2012 deadline, the team recommends the college take appropriate steps to ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes are, as a component of their evaluation, effective in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c) (from the ACCJC report).
4. To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6) (from the ACCJC report).

In response to the recommendations, two committees were formed: Institutional Committee on Distance Education (ICDE) and Student Learning Outcome (SLO) Committee. Both committees were given the task of designing effective plans to meet the needs outlined in the recommendations by 2012. The ICDE submitted the first response in October 2011 and submitted the second follow-up report to the Governing Board in July 2012. The SLO Committee has completed its work and is presenting its response to the shared governance bodies as well.

Student Learning Outcomes: The College's Response to Recommendations #'s 1-3

Through the work of the MPC Academic Senate and the SLO committee, MPC has addressed the concerns of the accreditation visiting team. This includes the identification of student learning outcomes, the use of outcomes information in assessment and improvement of student learning, the communication of student learning outcomes to students, and the incorporation of dialogue about student learning outcomes in the faculty evaluation process through the college-wide Program Reflections and Program Review activities. Two primary themes emerged from Program Review activities reflecting staffing and technology needs (hardware and software). These themes will be folded into our planning and resource allocation processes supporting the ever-changing landscape for both instructional and institutional technology needs. (See Appendix G - Strategic Initiative Technology Sustainability)

See <http://www.mpc.edu/information/accreditation/Pages/default.aspx> for more details on the background, development, and directions for MPC, in response to Recommendations #1-3, SLO Committee documents.

Distance Education: MPC's Response to Recommendation #4

MPC has taken numerous steps in response to Recommendation #4. A description of these steps is summarized in MPC's follow-up report to ACCJC:

The Institutional Committee on Distance Education (ICDE) was formed and the position of Coordinator of Distance Education was established in September 2010 to develop an institutional plan of action and response to the aforementioned ACCJC team recommendation. As stated, the ICDE determined that this recommendation focused on two areas of concern: namely, 1) the evaluation of student learning experiences and, 2) the development of clear protocols and strategic goals for distance education student success. With this focus, the ICDE evaluated current practices for distance education at our college, researched best practices of other colleges and in current publications, and developed a comprehensive response report that was presented and discussed in key shared governance committees throughout the campus. Recommendations from campus committees were included in the

document entitled, “Response to ACCJC Accreditation Recommendation #4 on Distance Education”. This document was approved by the College Council on December 16, 2010 and served as a guide in focusing the ICDE efforts in implementing recommendations and developing the ACCJC Follow-up Response. (ICDE document, 2011.)

See <http://www.mpc.edu/information/accreditation/Pages/default.aspx> for more details on the status and specific plans for MPC’s Distance Education offerings and programs, the ACCJC report, and the ICDE Strategic Initiative document.

Meeting Requirements to align MPC degrees and programs with the Student Transfer Achievement Reform Act – SB 1440

One of the primary goals of Senate Bill 1440 is to streamline the transfer process for California community college students into the CSU system. MPC faculty and the MPC Curriculum Advisory Committee (CAC) must be engaged in the statewide dialogue about the development of transfer degrees and Transfer Model Curriculum.

Overview of the SB 1440 Legislation

The Student Transfer Achievement Reform Act (SB 1440, Padilla), passed and signed into law in 2010, is designed “to allow eligible students to receive an associate degree for transfer in their area of study with 60 units”. Eligible students are then guaranteed admission into a CSU campus and only need to complete 60 more units to graduate with a bachelor's degree. <http://www.cccco.edu/>

According to SB 1440, CSU’s “would give priority admission to a community college transfer student to a major or program of choice, if the student has received his or her associate's degree in the same or related field.” SB 1440 also forbids the CSU from requiring transfer students to repeat courses equivalent to those already taken towards their associate’s degree at community colleges.

More information is available on the legislation from the Community College League (CCL) website. (<http://ccleague.org/i4a/pages/index.cfm?pageid=3523>)

With SB 1440 signed into law, California community colleges are now working together with CSU counterparts to develop and revise curriculum to establish transfer degrees, based on the Transfer Model Curriculum for disciplines and areas. Currently MPC faculty are working on a number of programs, courses and degree revision projects to align with the

statewide guidelines. Communication Studies (Speech), Math, and Early Childhood Education faculty have been engaged and generated programs that are aligned with SB 1440 legislation. The programs generated by Communication Studies, Math, and Early Childhood Education are approved by the State. The process includes course content revisions, renumbering and/or renaming courses to facilitate the transfer process and clearly communicate the changes to students and throughout the system. At this point the MPC CAC has reviewed programs for the Transfer Degree alignment and work will continue to keep pace with the statewide directions.

Implementing Title 5 changes in Repeatability

According to the Academic Senate for California Community Colleges (ASCCC) document reviewing the changes in policies related to repeatability, in 2010 the California Community College Chancellor's Office (CCCCO) began to call for changes in Title 5 on repeatable courses out of a concern for accountability, student success, and confusion over the status of courses. The System Advisory Committee on Curriculum met to develop solutions to the problems identified. The suggestions were drafted into ASCCC Resolution language for consideration at the Fall 2011 Plenary session, and the debate at the session resulted in continued dialogue on the repeatability policies. Some significant changes have now been made by the Board of Governors in regards to the repeatability policies for classes that may be repeated due to substandard grades. The revised policy, now described as the so-called "three strikes, you're out" policy, will be implemented in 2012.

The other policy aspect of repeatability pertains to "repeatable courses," many of which are in the creative arts and in physical education. Changes to the Title 5 regulations for these courses are currently under review, and decisions will be made in 2012-2013 as to limits on and changes to current practices.

MPC has begun to examine the possible impact of the change from our previous policy of four attempts to the Title 5 mandated limit of three attempts. We have identified a number of courses which may see enrollment impacts because of this change. We will need to continue to track the possible changes in Title 5 and address local Board policy for the "repeatable" courses at the state level so that we can adjust our course offerings and schedules to meet the changing circumstances.

Addressing the needs of Basic Skills Students

When the California community colleges recognized that many of our students were facing academic challenges because of needed improvements in basic skills, specifically in math, English, ESL and reading, the state Academic Senate, along with other constituent groups, began a research and response process that resulted in the Basic Skills Initiative (BSI). The BSI provided resources, training and funds to colleges throughout the state, including MPC, to meet the needs of basic skills students in our system. MPC's Basic Skills Committee has been working to support and assist our students in a variety of ways for several years. The Committee developed the Partnering to Achieve Student Success (PASS) program, which is a learning community's effort, worked to increase communication between Student Services and instructional faculty, and provided grants to support such projects as faculty mentoring and conference attendance and presentations.

Currently the purpose, role and scope of the Basic Skills Committee include the following, as stated in the Basic Skills Committee's Strategic Initiative. (See Appendix A – Strategic Initiative Basic Skills.)

The purpose of the Basic Skills Initiative Committee is to investigate barriers to success for our students who are not academically ready for college level English or math, increase assessment rates, devise strategies to reduce and/or remove barriers, assess the effectiveness of our interventions, and make the MPC community (students, faculty, and staff) aware of available pathways, programs, and supports.

Gathering information about Career Technical Education students and programs

Out of a concern for accountability and student success, some state and federal programs and agencies are interested in tracking Career Technical Education (CTE) students as they complete academic and training programs under the Federal Gainful Employment Act.

MPC is seeking to increase links and communication between MPC programs and staff with the larger Monterey Peninsula business community. For example, linkages have been established through the Competitive Clusters (C2), tying in a partnership between the Monterey County Business Council and the Monterey County Office of Economic Development. CTE programs are benefitting from maintaining advisory committees composed of industry members and various practitioners, providing them with feedback from local business and industry.

Per the CTE Strategic Plan, such linkages are inherent to the role of MPC in developing and maintaining CTE programs which meet the needs of the local community, including MPC students' career goals and the training needs of the local and regional workforce. The college currently offers more than 30 different CTE programs. As future needs emerge, the college will transition into new areas to meet changing industry demands and trends, in areas such as new technologies, health careers and human services among others. (See Appendix B - Strategic Initiatives CTE.)

In Summary:

The Education Master Plan (EMP) is the product of team collaboration, with representatives from across the college. The team took ownership of the EMP and became core to its strength. Members wrote, proofed, and edited the EMP document, defined the resulting objectives, and gathered feedback through the shared governance process, noting that students have many faces beyond those captured in this document. Transcending the Education Master Plan is a need to provide access, success, equity and diversity.

MPC's environmental scan draws attention to expanding access to education, such as through the Marina Education Center and Distance Education. With education more accessible, we foster diversity and equity and provide a richer experience. This is also suited to an international destination and globalizing society. Though expanding access promotes equity and diversity, we need to also consider how this dovetails with students' progress toward success. Specific initiatives, goals and objectives are set forth within the Education Master Plan to support student success through the Basic Skills Initiative. Many other outstanding efforts are taking place across campus as we work on improving student success and the college experience, especially in Transfer and Career Technical Education as well as with lifelong learners. These take greater significance as broader access is paired with increasing education mandates. Expanding directions bring to evidence the need to consider systems stability. This is exemplified through the Strategic Initiative for Technology and it emerges as a common thread in Unit Plans. The next steps in our process are described through the objectives defined in the following section.

As the different parts of the Education Master Plan come together to foster access, success, diversity and equity, we strengthen the foundation of student lives and the community.

Strategic Goals

After evaluating the college’s mission, goals, values, and environmental scan, the EMP committee identified specific objectives to be completed during the next five years. Objectives support our institutional goals, as well as our responses to influences relevant to transfer needs and mandates; the Student Success Initiative; Accreditation; community needs; and Academic Affairs, Student Services, Administrative Services, and the President’s Office program reviews. These objectives will be reviewed annually as part of the Planning and Resource Allocation process and revised as appropriate. At least one administrator and one committee will be responsible for completing each of the objectives.

Institutional Goal	“Influences”	Objectives	Lead Responsibility
Goal 1: Promote academic excellence and student success.	Transfer Institutions	<ol style="list-style-type: none"> 1. Increase communication between MPC faculty and transfer institutions for the purpose of curriculum alignment and development of co-curricular activities. 2. Develop and strengthen articulation agreements with transfer institutions. 3. Create and/or revise programs and curriculum in response to and support of SB 1440. 	Dean of Instructional Planning Dean of Student Services Curriculum Advisory Committee Articulation Officer
	Student Success Initiative	<ol style="list-style-type: none"> 1. Develop plans to implement the Student Success Initiative. Dovetail with current Basic Skills Initiative in objectives 1 to 8. <i>See Strategic Initiative on Basic Skills</i> 	VP of Student Services VP of Academic Affairs AAAG SSAG
		<ol style="list-style-type: none"> 2. Increase student awareness of programs and services. 3. Increase student awareness of the need for assessment and an education plan. 4. Implement mandated placement tests in English and math. 	Dean of Student Services ASMPC Office of Institutional Research English Department Math Department Matriculation Coordinator

Institutional Goal	“Influence”	Objectives	Lead Responsibility
Goal 1: Promote academic excellence and student success.	Student Success Initiative	5. Continue to work with area high schools to improve matriculation.	Dean of Student Services Dean of Instruction
		6. Work with local high schools on curriculum, advising, and assessments in math and English.	Dean of Instructional Planning Matriculation Committee Assessment Coordinator
		7. Establish clear pathways to college level English and math courses.	Math and English Department Chairs Matriculation Committee Basic Skills Committee
		8. Develop continuing education program encompassing community education, contract education, and workforce development. <i>See Strategic Initiative on Continuing Education.</i>	VP of Academic Affairs Dean of Instruction Continuing Education Task Force
	Accreditation: Recommendation # 4	1. Develop and prioritize the implementation of an online learning strategic plan that includes institutional support, protocols, and assessment of instructions. 2. Develop an online MPC general education pattern, 3 to 5 online certificate programs. Also consider developing an online re-certification program, a CTE online associate degree program, and online components that support SB 1440* general education transfer patterns. <i>See Strategic Initiative on MPC Online.</i>	ICDE Coordinator Institutional Committee on Distance Education Dean of Technology
	Accreditation: Recommendation # 1-3	3. Use Program Reflections to learn, share ideas, engage in dialog, collaborate and continue improvements. 4. Use program review process to analyze the effectiveness of programs and make improvements based on the results.	VP of Academic Affairs Academic Senate SLO Committee VP of Academic Affairs VP of Student Services VP of Administrative Services SLO Committee

Institutional Goal	“Influence”	Objectives	Lead Responsibility
Goal 1: Promote academic excellence and student success.	Program Review	1. Complete Facilities Plan in support of college programs and services.	VP of Administrative Services Facilities Committee
		2. Review and revise efforts to attract and retain students.	P/VP VP of Academic Affairs VP of Student Services AAAG SAAG
		3. Create opportunities for collaboration between Student Services and Academic Affairs, as well as such opportunities between disciplines.	VP of Academic Affairs VP of Student Services AAAG SSAG
		4. Develop/maintain recruitment processes to attract international students that include both long-term and short-term goals. <i>See Strategic Initiative on International Students Program.</i>	VP of Student Services ESL Department International Programs Office Committee
		5. Continue to identify barriers and develop successful interventions and strategies to improve student success, supporting faculty dialogue about student learning both within basic skills classes and beyond. <i>See Strategic Initiative on Basic Skills.</i>	VP of Student Services VP of Academic Affairs Dean of Instruction Basic Skills Committee
		6. Increase faculty and staff positions as funds become available. 7. Reestablish supply and equipment budgets as funds become available.	VP of Academic Affairs VP of Student Services VP of Academic Services AAAG SSAG ASAG

Institutional Goal	“Influence”	Objectives	Lead Responsibility
<p>Goal 2: Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.</p>	<p>Community needs as indicated in the Environmental Scan</p>	<ol style="list-style-type: none"> 1. Develop and enhance credit Career and Technical programs and courses to provide students with job-related skills and work experiences leading to employment 2. Review Career and Technical Education programs to identify how best to meet the changing needs of local and regional workforce while accounting for the fiscal realities of the college. 	<p>VP of Academic Affairs CTE Committee</p>
		<ol style="list-style-type: none"> 3. Establish and strengthen industry, government, and community partnerships. 4. Establish process for creating and maintaining advisory groups for CTE programs. <p><i>See Strategic Initiative on CTE.</i></p>	<p>Dean of Instructional Planning CTE Committee Dean of Instructional Planning</p>
<p>Goal 3: Manage the rate of growth in programs and services in Seaside and Marina, subject to funding and growth conditions</p>	<p>Community needs as indicated in the Environmental Scan</p>	<ol style="list-style-type: none"> 1. Based on assessment and analysis of community needs and district resources, develop appropriate class schedules and programs. 2. Conduct needs assessment with the intention of applying for full Education Center status at Marina. 	<p>VP of Academic Affairs Dean of Instruction Dean of Instructional Planning Director of Institutional Research College Council</p>
		<ol style="list-style-type: none"> 3. Provide essential support services to enable student success at the Marina Education Center and the Seaside Public Safety Training Center. <p><i>See Strategic Initiative on Ft. Ord Education Center.</i></p>	<p>Dean of Instruction Dean of Student Services</p>

Institutional Goal	“Influence”	Objectives	Lead Responsibility
Goal 4: Maintain and strengthen instructional and institutional technology	Program Review	1. Conduct a broad-based review of the functionality and efficiency of all district technology including the organization, management and support for MPC’s websites.	VP of Administrative Services Technology Committee AAAG SSAG
		2. Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use. 3. Based on recommendations from program reviews and college resources, develop and implement a long-term technology funding plan. <i>See Strategic Initiative on Technology Sustainability.</i>	P/VP VP of Academic Affairs VP of Administrative Services Tech Committee AAAG SSAG

Appendix Section

The following Appendices (Appendices A to G) comprise Strategic Initiatives that are of critical importance to the future of Monterey Peninsula College. Organizational steps have been taken by the college that starts addressing these critical areas. Continued planning will be needed and responsive adjustment to the Strategic Initiatives will take place, providing a path forward.

*Strategic Initiative for Basic Skills
Basic Skills Initiative Recommendation*

Mission

The Basic Skills Initiative (BSI) Committee is committed to supporting highly coordinated, integrated, and collaborative learning and support environments; raising awareness of basic skills; removing academic barriers; facilitating smooth academic transitions; creating clearer pathways to student success in both academic and vocational areas; and providing student-focused approaches to learning.

Purpose

The purpose of the Basic Skills Initiative Committee is to investigate barriers to success for our students who are not academically ready for college level English or math, increase assessment rates, devise strategies to reduce and/or remove barriers, assess the effectiveness of our interventions, and make the MPC Community (students, faculty, and staff) aware of pathways, programs, and supports available.

Role

The role of the BSI Committee is to provide a forum for collaboration, investigation, and problem solving in addition to informing the campus community about programs and support available to students, faculty and staff, barriers to success, and student-focused approaches to learning.

Scope

The scope is very broad and involves all aspects of the college:

- All students in basic skills courses (Spring 2010, 20% of MPC students were enrolled in at least one basic skills class).
- Students who either are assessed as being two levels below transfer English or college level math or have not taken their basic skills courses.
- Students who have not been assessed and cannot function at college level English or math in their non-basic skills classes (statewide the estimate for these students runs as high as 70% in many community colleges).
- Faculty who teach basic skills classes.
- Faculty who have identified or unidentified basic skills students in their classes (most faculty of all disciplines).
- Faculty and staff who work in the Math Learning Center, English Study Skills Center, Reading Center, Supportive Services, Academic Support Center, TRiO, and other supportive learning centers.

- Counselors who work with basic skills students (all counselors).
- Staff who work with identified and unidentified basic skills students (virtually all staff).
- Administrators who work with class schedules, and staff or faculty hiring decisions.
- Student groups (i.e. Veterans, ASMPC).

Direction

Over the next five years, the Basic Skills Initiative Committee will continue to identify barriers and develop successful interventions and strategies to improve student success. Specific focuses include:

- Evaluating and improving existing interventions like PASS (student learning community) and Kurzweil.
- Increasing student awareness of programs and services.
- Increasing student awareness of the need for assessment and an educational plan.
- Establishing clear pathways to college level English and math courses.
- Connecting students to counseling.
- Working with local high schools on curriculum, advising, and assessments in math and English, looking at common core standards.
- Supporting faculty dialogue about student learning both within basic skills classes and beyond.
- Researching new interventions.

Strategic Initiative for Career Technical Education (CTE)

Mission

The mission of the MPC Career Technical Education (CTE) programs is to provide excellent instructional programs in the career technical education area thereby enabling students to pursue their career goals in the workplace and to enhance the economic vitality of our diverse community.

Purpose

The purpose of offering CTE programs at Monterey Peninsula College is for students to conduct career exploration, provide employability and industry skills training for those beginning a career, to provide training opportunities for those reentering the workforce, and to provide ongoing instruction for those wishing to upgrade their existing skills by obtaining new certifications or by increasing their level of knowledge to meet the ever-changing demands of today's business and industry.

Role

The role of MPC CTE is to develop and maintain a group of CTE programs which meet the needs of the local community including the career goals of MPC students and the training needs of the local and regional workforce. These programs are designed to provide opportunities for students to learn the latest and most up-to-date skills and knowledge possible pertaining to the businesses and industries of our community and the region.

Scope

The college currently has more than thirty different CTE programs that offer Certificates of Training, Certificates of Achievement, and Associate Degrees in such areas as Administration of Justice, Automotive Technology, Business, Child Development, Computer Networking, Dental Assisting, Fire Technology, Interior Design, Law Enforcement, Medical Assisting, and Nursing. Most of these programs have one full-time faculty who not only teaches in the program but is also responsible for coordinating areas such as shops, labs, adjunct instructors, equipment, and advisory committees. There are several of these programs which have no full-time faculty at this time. In the future the college will need to transition the CTE programs into new areas to meet changing industry demands and trends in such areas as the global environment, technology, and sustainability.

Direction

Over the next two years, the college will review the mix of CTE programs that is currently offered. This review will include an analysis of data from the biannual CTE and the regular divisional program reviews, and also data from the current and projected labor market needs

for the region, input from the various CTE program advisory committees, feedback from local business and industry, institutional data on student success, input from students and graduates, information from neighboring educational institutions and other economic data as may be deemed pertinent. A task force made up of representatives of CTE faculty, CTE support staff, students, graduates, administration, and members of local business and industry will conduct the review. The goal of this review is to come up with recommendations in the form of data and a qualitative narrative that would lead to the creation of a mix of CTE programs that best meets the needs of the local and regional workforce, the goals of MPC students and the fiscal realities of the college. This will allow the college to identify and plan for resource allocation for these CTE programs so that they have the necessary levels of support to meet their staffing, equipment, and other needs.

*Strategic Initiative for
Continuing Education*

Mission

Monterey Peninsula College will supplement its academic offerings by providing professional development and cultural and personal enrichment for the community through a Continuing Education program.

Purpose

Continuing Education at MPC is an open access, comprehensive program that encompasses a variety of programs and activities of the highest possible quality.

Role

Continuing Education at MPC includes Community Education and Contract Education. Community Education offerings supplement opportunities to learn about the arts, social science, humanities and other areas of interest. Contract Education responds to the needs of business and industry and other organizations through custom tailored training. Quality and integrity are maintained by the faculty, administration, the Continuing Education Advisory Committee and the MPC Board of Trustees.

Scope

An initial goal of this initiative is to address the needs of students currently attending courses in the academic program who will be impacted by the state Student Success Taskforce Initiative and state restrictions on repeating courses. An additional goal is to meet the needs of future students who may seek learning opportunities in Continuing Education.

Direction

By June 1, 2012, the Continuing Education Task Force will develop a recommendation to the college president for the development of a Continuing Education Program. The recommendation for the strategic initiative will include Mission, Vision, Scope and Direction. Offerings will be based upon ongoing community needs assessment and the guidance provided by an active advisory committee. Direction will address all aspects of district operations. In addition, five to six pilot courses will be ready for Fall 2012 to include instructors aligned, schedules announced, locations identified, etc.

*Strategic Initiative for the
Ft. Ord Education Center*

Mission

The Ft. Ord Education Center is currently comprised of two primary sites: the Education Center in Marina, and the Public Safety Training Center (PSTC) in Seaside. The mission of the Education Center in Marina is to serve as a gateway center by providing students access to initial basic skills and general education courses, as well as discreet skills training opportunities. The mission of the PSTC is to provide public safety training programs as well as a variety of re-certification training courses for public safety personnel.

Purpose

The purpose of offering education and training opportunities at these sites is to provide more access to constituents in the northern part of MPC's service area, and to provide specialized training in public safety. The PSTC also serves as a training site for a variety of public safety agencies.

Role

The role of the Education Center as a whole is to make selected education and training opportunities available in the northern part of MPC's service area, and to provide a venue for specialized training in public safety.

Scope

While the breadth of offerings at the Education Center will remain consistent with its mission and purpose, the number and frequency of offerings will depend on a variety of factors related to the state budget and the pace of development of that part of the Monterey Peninsula.

The scope of public safety training will expand in the future to include the MOUT (Military Operations Urban Training) and Parker Flats. The MOUT is a highly specialized venue designed for urban warfare training with firing ranges planned nearby. Parker Flats will include a fire tower and EVOC (Emergency Vehicle Operations Course) training. All of these specialized training sites will be planned for use by MPC's own public safety training programs as well as for use, possibly for rental, by outside (local, regional and statewide) training organizations.

Direction

The next enrollment milestone for the Education Center as a whole is 1,000 FTEs (FTEs for 2010-2011 were 550) which will qualify MPC for additional base funding if all other Education Center requirements are met. At the end of Spring 2012, a needs assessment study was produced and submitted to the State Chancellor's Office to apply for full center status.

Over the next five years, modest growth is planned for the Education Center in Marina. The amount of growth that can be supported will depend in large part on the state budget. Consideration of offering an entire certificate or CTE (Career and Technical Education) program in Marina is underway. Continued expansion of basic skills offerings is in keeping with the gateway mission of the center and with the demographics of the student population. To support instructional offerings, the continued development and expansion of instructional support and student services will be essential for student success.

At the PSTC, the next five years could include the opening of the MOUT which will provide an additional specialized training venue. This particular facility is expected to draw not only regional training demand from California but from the western region of the U.S. and possibly nationally. Scheduling and management of the MOUT site will need to be planned and implemented prior to opening.

*Strategic Initiative for Collaboration with CSUMB
International Student Programs*

Mission

The mission of the International Student Programs Collaborative is to support the recruitment, enrollment and completion of educational goals for international students.

Purpose

The purpose of this collaborative is to increase the number of international students by providing targeted international students with outreach, recruitment, enrollment activities, assistance toward reaching their educational goals at MPC, and additionally, providing an opportunity for a seamless transfer to CSUMB.

Role

International Student Programs (ISP) at Monterey Peninsula College (MPC) recognizes the importance of preparing students to take their place in an increasingly global community. The presence of international students at MPC and in our community, the participation of international students in collegial life, and the interactions among international students and the campus family all serve to increase understanding of, and respect for, the world's many cultures. International students gain a deep understanding of American life while at MPC, which benefits them throughout their lives. In addition, American students benefit from exposure to the unique perspectives and experiences offered by the international students.

Scope

The purpose and role of International Student Programs (ISP) is two-fold: 1) to recruit, admit and retain qualified international students to the College; and 2) to provide an appropriate, comprehensive continuum of services to our international student population in order to assist them in exploring and achieving their educational, vocational and personal goals.

Vision

ISP has reviewed data related to trends in International Student Programs, examined program constraints and identified program planning assumptions. As a result of the review and analysis, ISP established the following strategic Initiative:

In collaboration with California State University Monterey Bay, (CSUMB), recruit international students from target areas to Monterey Peninsula College who upon completion of major and graduation requirements would transfer to CSUMB.

Initially, students from China, Taiwan and India with interest in computer sciences and engineering would be recruited. The two institutions would share resources in order that efforts are maximized and costs minimized. Additionally, collaborative efforts will be developed with the Naval Post Graduate School (NPS), particularly in the Cyber-Terrorism Program.

*Strategic Initiative for the
Growth and Development of MPC Online*

Mission

The mission of MPC Online is to support the development and delivery of quality online courses and programs.

Purpose

The purpose of offering online courses at Monterey Peninsula College is to increase district student access to instructional offerings and programs, as well as provide an avenue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population.

Role

The role of MPC Online is to provide an alternative academic venue that maintains course and program integrity and gives students increased opportunities to achieve their academic and/or career goals.

Scope

The breadth and depth of online course and program offerings will depend on a variety of factors related to the population that can be served, the curriculum that can be successfully designed and delivered, and resources needed to support instructional efforts for successful student completions. In the last ten years, FTES generated from distance education offerings has grown from 3.2% to 7.9% of total FTES generated by the college. If trends continue on this path, FTES generated from online course offerings can grow by 1% per year of total FTES generated by the college, with expectations that by the year 2017 12-15% of all FTES could be generated via online instruction.

In addition to completely online course offerings, blended (or hybrid) courses will also become more evident throughout the curriculum. Again, growth in this area will be dependent on the availability of necessary resources to support these efforts.

Direction

The forthcoming return of the associate dean of instructional technology position to academic affairs will allow addressing needed support for growth in distance education and related instruction as well as state and federal mandates. Over the next five years, the direction of online instruction will be on a trajectory of modest growth (about 1% per year of total FTES generation) as resources are obtained. To this end, a strategic effort will focus on the creation of certificates and programs that can be offered at a distance and

development of a process that continuously assesses the quality and effectiveness of online courses. Priorities will be given to the development of courses that will lead to:

- An online MPC general education pattern
- 3-5 fully online certificate programs
- Online recertification
- A CTE online associate degree program
- Online components that support SB 1440* general education transfer patterns

Strategic Initiative for Technology Sustainability

Mission

The mission of the MPC Technology Strategic Initiative is to support the ever-changing landscape for both instructional and institutional technology needs district-wide.

Purpose

The purpose of offering sustainable technology solutions is to increase faculty, student, and staff exposure and accessibility to technological tools for improved teaching, learning, services, and productivity.

Role

The role of the MPC Technology Strategic initiative is to facilitate the examination of technology needs, propose support and leadership in identifying sustainable technology trends for instructional and institutional purposes, and enhance the use of effective use of technology district-wide through collaboration with faculty and staff.

Scope

The breadth and depth of technology in education is multi-faceted and goes far beyond hardware, software, and supporting infrastructure. The use of technology in instruction and services has influenced virtually all college classes in varying applications including fully online courses, hybrid courses, web-enhanced courses, and courses dependent upon technological tools. Services are often highly systems dependent and are now increasingly delivered through or enhanced by technology. MPC students, faculty, staff, and other users have varying degrees of background, knowledge, and understanding of technology. In recognition of this, College Council and the Governing Board have adopted an Institutional Goal that states the following:

“MPC will maintain and strengthen instructional and institutional technology:

- Develop a long term funding plan to meet technology needs.
- Conduct a broad-base review of the functionality and efficiency of all district technology, consult with users, and implement appropriate modifications to meet the needs of the end user.
- Conduct a broad-based review of the organization, management, and support of MPC’s website, and implement appropriate changes to meet the needs of end users.
- Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use.”

Direction

In this era of limited resources, MPC must have a clear vision and understanding of its highest priorities for technology. To define these priorities, a user driven approach must be taken, with an emphasis of listening and working in collaboration with local entities in defining solutions. Recent organizational changes in instructional technology and institutional computing offer an opportunity for careful re-examination of current practices. Through a user-focused consultation process, the MPC Technology Strategic Initiative will conduct a comprehensive review of technology needs and solutions guided by the institutional goal on technology. The resulting solutions must be responsive to instructional, services, and institutional technology needs district-wide, expressed as a strategic plan to be implemented incrementally based on available resources.

Unit Plans Initiatives

The following comprises plans that were submitted by college area units in the context of the Education Master Plan. General themes that emerged from these unit plans are serving to inform our planning and resource allocation processes, along with current annual action plans and reflections. The objective of the unit plan was to summarize existing goals from the area's current program review and action plans, acknowledging current challenges and future directions. Each submitted plans are to be reviewed through the program review process, integrating a feedback loop for continuous improvement, and adapting to change, where needed.

<http://www.mpc.edu/academics/EducationMasterPlan2012/Forms/AllItems.aspx>

Academic Senate Approval May 17, 2012
College Council First Reading May 15, 2012
College Council Approval May 29, 2012
Governing Board Approval July 25, 2012