Feedback from Phase I Charrettes and team debrief clustered in 5 key areas for feedback survey:

MJC Educational Master Plan Development
Results of Campus-wide Charrettes, Spring 2016

Nine charrette sessions were held during April, 2016 to solicit ideas from the campus community about the direction of an Educational Master Plan for MJC. All ideas were reviewed and synthesized by the EMP Workgroup. Do the ideas below correctly reflect your feedback?

The ideas the charrettes and related planning discussions are clustered into four primary themes with corresponding ideas listed as subgroups.

1) Academic Excellence, Teaching and Learning, and Completion: Provide essential, intentional, well-communicated pathways to high-demand careers and continuing education

Develop stronger connections to industry
- Design programs to meet industry needs (technical skills, writing skills, critical thinking, computational) 80%
- Develop faculty internships to stay current with industry needs 44%
- **Develop student internships with industry, museums, or other organizations 76%**
- Market programs and opportunities to incumbent workforce (skill builders) 42%
- Re-conceptualize/redesign career center to include placement/referral activities 64%
- Track post-completion employment 42%

Develop more flexible program and scheduling options
- **Build accelerated programs designed for different populations (high school, working adults, college-ready students, cohort groups) 69%**
- Develop block programs/courses/pathways to shorten the time to completion (guided pathways for online/evening/daytime cohorts) 64%
- Explore different delivery methods (short term-lengths, fully online or fully evening programs) 68%
- Expand evening and weekend classes and services 45%

Develop a non-credit program
- **Develop a vibrant non-credit program to deliver low-cost supplemental or developmental education skills 64%**

Assess and strengthen curriculum
- Re-design general education courses to provide relevant, contextualized education (e.g., Math/English for CTE students) 57%
- **Address basic skills needs of underprepared students in general education courses 79%**

Increase student completion of degrees, certificates and college transfer requirements
Increase retention and persistence rates of students

Strengthen and market concurrent/dual enrollment programs to high schools

2) **Equity**

**Reduce/Eliminate student equity gaps**

Develop a culture of “care” and “cultural sensitivity”

Gather student input and perspectives about challenges and use this information to develop strategies and solutions 71%

3) **Student-focused Education and Support:** Provide extraordinary, integrated, holistic services that support completion

**Strengthen direct services**

- Provide extended hours of service (evening, online, weekend) 51%
- Explore partnerships with 4-year institutions on the campus (students who can’t leave the valley may benefit) 56%
- Research alternate pricing models for students (Z degrees, open access materials) 26%
- Develop/provide online tutoring 51%

**Develop a holistic communication/marketing plan for students and potential students**

- Design a user-friendly, searchable website with detailed program information (courses, potential careers, expected wages, transfer universities) 71%
- Develop and market program material and course scheduling to benefit multiple student lifestyles and schedules 63%
- Develop and market programs/certificates to incumbent workers (skills builders) 47%

**Engage in statewide initiatives that improve student achievement**

- Online Education Initiative (OEI) develops an online course exchange to help students move toward completion of educational goals 51%
- Common Assessment Initiative (CAI) develops a common assessment system for placement 56%
- Education Planning Initiative (EPI) develops a comprehensive education planning system to increase completion rates 59%

**Improve faculty/student engagement**

- Develop additional ways for faculty to engage with students (group study sessions, mentoring) 73%
- Provide additional professional development in cultural sensitivity 68%
4) **Institutional Culture, Growth, Capacity and Transformational Change: Invest in structure, efficiency and professional improvement**

**Governance**
- Improve our governance structure/effectiveness of meetings 64%
- Revise processes to be meaningful and clear 65%
- Develop project-based committees to address initiatives 54%

**Uniting Campus Initiatives**
- Build a stronger bridge between Instruction and Student Services 65%
- Integrate CTE, STEM and Liberal Arts (what is the definition of CTE?) 51%
- Develop better efficiency in rolling out new initiatives (pilot programs that are evaluated, scaled, refined, and fully implemented) 52%

**Professional Development**
- Identify and promote some institution-wide professional development initiatives 57%
- Build a professional development system to increase staff/faculty capacity 64%
- Develop Scalable and immediately impactful professional development 62%

Develop user-friendly access to consistent, reliable, available data, including access to individual program and course data

Continue to meet FTES base and grow the college’s enrollment

**Analyze enrollment trends, effective scheduling models**
- Maintain/increase efficiency and productivity measures

Develop a holistic, integrated approach to enrollment management and planning

**Review and evaluate structures and processes**

Expand outreach and marketing to attract students