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?

These ideas were mentioned multiple times. Does this reflect our priorities correctly?

1) Serve the adult population in our community better
2) Provide evening and weekend classes and services
3) Establish a Career Center
4) Provide consistent, reliable data, including access to individual program and course data
5) Track post-completion employment
6) Provide scalable and immediately impactful professional development
7) Reduce the disproportionate impact of Hispanic and African American students
8) Develop a more comprehensive website (interactive experience, mobile friendly)

These ideas and others from the charrettes are grouped into three primary goals:

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

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

   Develop stronger connections to industry
   - Design programs to meet industry needs (technical skills, writing skills, critical thinking, computational)
   - Develop faculty internships to stay current with industry needs
   - Develop student internships with industry, museums, or other disciplinary organizations

   Establish non-credit program delivery of academic support
   - Develop a vibrant non-credit program to deliver low-cost supplemental or developmental education skills

   Assess and strengthen curriculum
   - Re-design general education courses to provide relevant education (e.g., Math/English for CTE students)
2) Student-focused Education and Support: Provide extraordinary, integrated, holistic services that support completion

Strengthen direct services
- Eliminate student equity gaps (thoughts on being more specific here?)
- Provide extended hours of service (evening, online, weekend)
- Explore partnerships with 4-year institutions on the campus (students who can’t leave the valley may benefit)
- Research alternate pricing models for students (Z degrees, open access materials)

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)
- Develop and market program material and course scheduling to benefit multiple student lifestyles and schedules
- Develop and market programs and certificates to incumbent workers (skills builders)

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
- Common Assessment Initiative (CAI) develops a common assessment system for placement
- Education Planning Initiative (EPI) develops a comprehensive education planning system to increase completion rates

Improve faculty/student engagement
- Develop additional ways for faculty to engage with students (group study sessions, mentoring)
- Provide additional professional development in cultural sensitivity
- Strengthen and market concurrent/dual enrollment programs to high schools

3) Transformational Growth: Invest in structure, efficiency and professional improvement

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

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

Professional Development
- Identify and promote some institution-wide professional development initiatives
- Build a comprehensive professional development system to increase staff/faculty capacity
Note: Do we want to send the data needs out to the campus? Included here until we decide.

Additional information that is needed:

- **Results from student focus groups**
  - Design a way to find out why students drop

- **Key indicators for college and departments**
  - Enrollment patterns, by major
  - Success and retention by term-lengths (during fall, spring, summer)
    - Add continued success and retention during following semesters
    - Add the number of classes these students are enrolled in; compare rates
  - Persistence – progress moving through pre-req courses into college-level
  - Online enrollment patterns (are students registering for online that move them toward completion or just fill a unit need)
  - Enrollment, retention, persistence, and success by feeder high school

- **Environmental Scan**
  - Enrollment by zip code
  - Socio-economic data to track retention and success *(note, review enrollment by census track in addition to zip code to assess socio-economic data)*
  - Industry needs/job trends
  - Employer survey/scan

- **Research**
  - Best practices at other institutions – trends in the nation – are there other approaches that should be considered for the EMP?
  - Innovative, interactive online services/websites
  - Articulation agreements for online degrees and courses in California