

Additional commentary submitted after the last meeting of the Taskforce that has not been vetted or discussed by the Taskforce. In the spirit of “engaging all voices” this information is being forwarded to College Council to be reviewed as part of the Councils discussion on the Draft of College Goals produced by the Taskforce.

- The document may not adequately represent the depth and breadth of the curriculum of the college. As presented in the objective of Goal 1 the categories “CTE, Basic Skills, General studies, and Transfer Studies” are written as formal titles. Although they may roughly summarize the curriculum of the college all but one of them are likely to be misleading and confusing. The CCCCCO Program and Course Approval Handbook (5th Ed.) includes a specific definition and explanation of CTE. However, there does not appear to be a corresponding definition and explanation of “General Studies”, “Transfer Studies” or “Basic Skills”*
- If we are going to try to use formal terms (capitalized?), we should probably make sure that the terms we are using actually are defined someplace, if the MJC Goals and Objectives statements are going to be a useful reference. Not only should be sure we understand what they mean, but also that others who make decisions about the college can understand them too, now, and later, when our situation changes. For example, it’s more straightforward to allocate money to something specific; it would be much harder to put money into vague areas, such as general studies, because they not an actual categories.*
- If we want to avoid the difficulties of trying to extract detailed, specific formal terms from the Handbook, we could use a much more generic phrase like “the curricular offerings of the College, leading to certificates and degrees, including CTE, terminal associates degrees, and associate degrees for transfer . . .*
- We might also want to specifically reference General Education. The Intersegmental General Education Transfer Curriculum (IGETC) with Areas of Emphasis for university preparation, and the Transfer Model Curriculum. (TMC) are part of the Credit Curriculum explained in the Handbook.*
- The Handbook includes a discussion on Non-Credit Curriculum which includes English as a Second Language (ESL), Immigrant Education, Basic Skills, Workforce Preparation, Career Development and College Preparation, Basic Skills Initiative (BSI).*
- Another option would be to refer to pages 88-102 (under Credit Curriculum), which provides a general summary of the curriculum that community colleges offer. People can see here an extended discussion of what the programs are and what they mean.*

Here is the list:

- Associate of Arts/Science Degree*
 - Transfer Model Curriculum (TMC)*
 - Associate Degree for Transfer (ADT)*
 - General Education*
 - Major or Area of Emphasis*
 - Certificates of Achievement*
 - Certificates of Achievement in CSU-GE-Breadth and IGETC*
- Also worth reading through (under Comprehensive Curriculum Topics), starting on p. 67, is the Program Goal or Degree Certificate section, which lists 4 categories of program goals, including: Career Technical Education (CTE), Transfer, Career Technical Education (CTE) and and “other,” designed to meet community needs, with extended discussions of each of those.*
 - If people want to choose specific areas to develop, then we need to be clear and specific about the range of programs they are chosen from. As mentioned above, one could also identify IGETC and TMC, and Areas of Emphasis. If this document is to be a guide to college objectives and budget allocations, we need to make informed, conscious choices that the whole college can agree on in order to have collegial, productive consequences.*

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Goal:

The College transforms lives through programs and services that demonstrate measurable student achievement.

Increase/maintain retention and completion rates for

**Suggest we explain, generally, what our programs and services are:
Develop Broad Categories from our lists. Then state general objective.**

MJC's Programs are: . . . www.mjc.edu/current/programs/

MJC's Services are: . . . <http://www.mjc.edu/facultyinformation/student-services-office/index.html>

Objective: Increase/maintain retention and completion rates for **these programs and services.**

Goal:

The College will integrate the latest scholarship in teaching and learning through the professional development of administrators, faculty and staff.

Objective:

Increase/maintain resources spent on Professional Development each year (admin, fac, staff)

Increase/maintain number of trainings (with title) each year on teaching/learning.

Goal:

The offerings of the College program should be aligned with the needs of the community.

Objective: Develop metrics for determining how well programs and services are **responsive** to work and employment needs. *[Suggest we say this more generally, without specifying options]*

Objective:

~~In response to [economic indicators], increase/maintain number of sections/courses to adapt to those specific needs. Increase/maintain resources spent on new technology in classrooms.~~

~~Increase/maintain number of degrees/certificates developed and/or modified in Career and Technical Education programs. to meet educational workforce needs measured through program changes, adaptations, and technological upgrades.~~

Goal:

The College will facilitate lifelong learning.

Objective:

Assure that MJC students and graduates are life-long learners, that MJC provides leadership in this goal: that the college engenders life-long learning attitudes and skills, and serves as a resource and context for a community that values life-long learning.

*[Suggest make a more general statement on which to build. Support by reference
Look at definitions of General Education and Why General Education is mandated to support this goal. General Education is important in and of itself, not for jobs, but to help make one a better person, and improves the civic context we live in, for the general betterment of the populace.*

See link: http://dus.sfsu.edu/grtf/Main/resources_assets/Title_5_GE_breadth.pdf

Sometimes really important things are hard to measure. However, there are ways to do this, for example count in-service sessions to develop what approaches people are using or could use. Count those sessions that are focused on civic engagement. Note How do we as a college foster civic engagement (how to increase?) Count public speakers, etc. to ensure MJC is a presence in the lives of the community – that MJC is playing a useful, vital role in the community.]