INSTITUTIONAL SELF-EVALUATION REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by
Monterey Peninsula College

to
Accrediting Commission for
Community and Junior Colleges,
Western Association of Schools and Colleges

August 2016

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Monterey, CA 93940

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Acknowledgements

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Special Thanks

The Steering Committee expresses sincere appreciation to all those individuals on campus who provided support to the self-evaluation process – by participating in interviews, helping to gather and organize evidence, attending open forums, and/or providing other material support. In particular, the Committee would like to thank:

Suzanne Ammons, Shawn Anderson, LaKisha Bradley, David Brown, Amy Cavender, Kristen Darken, Nicole Dunne, Michael Gilmartin, Sunshine Giesler, Michael Midkiff, Amber Mettler, Julie Osborne, Stephanie Perkins, Leslie Procive, Georgina Reinke, Sara Metz, Vicki Nakamura, Francisco Tostado, and Larry Walker.

Certification of the Institutional Self Evaluation Report

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Dr. Walter Tribley, Superintendent/President
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was effective participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Mr. Rick Johnson Chair, Board of Trustees	Date
Dr. Walter Tribley Chief Executive Officer	Date
Ms. Catherine Webb Accreditation Liaison Officer / Self-Study Chair	Date
Dr. Alfred Hochstaedter Past President, Academic Senate	Date
Dr. Heather Craig Incoming President, Academic Senate	Date

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Overview of the College

History of the College

Monterey Peninsula College (MPC) commenced its operation in September of 1947 on the campus of Monterey High School, holding classes from 4:00 p.m. to 10:00 p.m. daily. During this first year, 97 acres of land were purchased on Fremont Street; this parcel of land became the current main campus. In September 1948, classes opened in converted barracks buildings with 280 students and 20 faculty members.

MPC separated from the Monterey Union High School District in 1961 and became a separate junior college district. With this reorganization, the Carmel Unified School District and the Pacific Grove Unified School District became part of MPC's Peninsula-wide junior college district.

After the campus opened in 1948, facilities continued to expand to meet the needs of the growing student population. The engineering building was constructed in 1958, the original library in 1960, and the art and music center and swimming pool in 1962. Enrollment continued to grow, as did the need for additional classrooms. In 1965, the original buildings of 1948 were replaced with new buildings for business, humanities, life science, physical education, physical science, and social science. The lecture forum, theater, and College Center were also part of this 1965 campus renewal.

In 1973, the College recognized an educational need in the communities residing in the north side of its service area, primarily in the communities of Marina and Seaside, near the former Ford Ord Army Base. From 1973 to 1993, the College operated a satellite campus at Fort Ord in cooperation with the U.S. Army, primarily for the benefit of Armed Forces personnel and their family members, as well as for residents in the adjacent communities of Seaside, Marina, and Sand City.

In 1982-1983, Monterey Peninsula College was selected as the site for the Maurine Church Coburn School of Nursing, established with a grant from the Maurine Church Coburn Charitable Trust. The School of Nursing is operated, in part, with funds from the Community Hospital Foundation. During August 1988, the engineering building was remodeled with funds from the Community Hospital Foundation to house the School of Nursing. In 1999, further remodeling of the building was completed, and the second floor of the International Center was remodeled to meet office and classroom space needs.

Monterey Peninsula College has enjoyed tremendous support from its residents. In November 2002, local voters approved Proposition 39 Measure I, a $145 million bond for facilities infrastructure and equipment at Monterey Peninsula College. Funds from the bond continue to support the programmatic needs described in the College's Educational/Facilities Master Plan.

In addition, in 2003, construction of the new Library and Technology Center at the entrance to the campus was completed, and a new Plant Services building was erected near the Automotive Technology program site.

Monterey Peninsula College continues to grow and change. After the closing of the Fort Ord base in 1993, the Fort Ord Re-Use Authority (FORA) was formed to administer and oversee the distribution of the former Fort Ord property to various state, county, and local agencies, including Monterey Peninsula College. Several parcels were slated for conveyance to Monterey Peninsula College, including a parcel on 12th Street in Marina and another on Colonel Durham Street in Seaside. These properties have been conveyed to the college; however, the conveyance of other properties, including Parker Flats and the Military Operations on Urban Terrain (MOUT) has been delayed due to munitions cleanup requirements. These properties comprise the Fort Ord Education Center, whose mission is: (1) to meet the general education needs of the communities in the north end of MPC's service area, and (2) develop adequate facilities for the Public Safety Training Center, which includes a Fire and Police Academy. The Marina property is the location for basic skills and general education offerings, maintaining the original emphasis of the Center as an access point to higher education; the Marina site is known as the Education Center at Marina. The Seaside location is designated as the location for the District's public safety training programs. The California Postsecondary Education Commission (CPEC) confirmed the grandfathered status of the Education Center on the basis that it was established prior to 1974, the College has run it continuously since its inception, and it generates over 800 Full Time Equivalent Students (FTES) in a full academic year.

The campus has continued to evolve to meet student needs. Recent campus facilities improvements include the completion of permanent academic facilities at the Education Center at Marina and Student Services building on the main campus (fall 2011), improvements to the Physical Education building (fall 2012), and renovations to the MPC Theater (spring 2013), Humanities Building (fall 2013), swimming pool (spring 2014), and Student Center (fall 2014).

Since the previous self-evaluation report, the College achieved status as a Hispanic-Serving Institution (HSI), as noted in the HSI Assurance submitted as part of a Title V grant submission in 2014. According to the HSI Assurance in fall 2013, Hispanic students comprised 37.3% of the total Full-Time Equivalent Students (FTES) for the District.

Service Area Information

Monterey Peninsula College (MPC) is part of California's public community college system of 113 campuses in 72 districts across the state. As a comprehensive community college, MPC responds to the educational and cultural needs of the community, insofar as its resources permit.

Monterey Peninsula College is located on the Monterey Peninsula, which is on the central coast of California. The College serves residents on the Monterey Peninsula—which includes the communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble

Beach, Sand City, and Seaside,—as well as the portion of the central coast extending south just beyond the community of Big Sur.

The Monterey Peninsula College Community College District (MPCCCD) is 665 square miles. It represents 18% of the area of Monterey County. It is bordered on the north and east by the Hartnell Community College District and on the south by the county line, below which is San Luis Obispo county and the San Luis Obispo Community College District.

Population and Housing Estimates

The table below shows the number of housing units, occupied housing units, and persons per household for the incorporated cities and Census Designated Places (CDP) on the Monterey Peninsula. (The unincorporated areas of MPC's district—portions of Carmel and Carmel Valley—are not included).

The most densely populated cities, as measured by the number of persons per household, are Marina and Seaside, both located in the northern portion of MPC's district. By contrast, the city of Carmel-By-The-Sea has a low number of persons per household. Carmel-By-The-Sea and the Del Monte Forest CDP (known locally as Pebble Beach) have high vacancy rates, due to the high percentage of vacation and second homes in these tourist destination cities.

Figure 1.1: Population and Housing Units, MPCCD

	2010 Census					2014 ACS	
	Population	Housing Units	Occupied Housing Units	% Housing Units Vacant	Persons per Household	Population Estimate	Housing Units Est.
Carmel-By-The-Sea	3,722	3,417	2,095	38.7%	1.78	3,807	3,581
Carmel Valley Village CDP	4,407	2,156	1,895	12.1%	2.33	4,321	2,097
Del Monte Forest CDP	4,514	2,811	1,925	31.5%	2.17	6,439	2,860
Del Rey Oaks	1,624	741	701	5.4%	2.32	1,727	732
Marina	19,718	7,200	6,845	4.9%	2.75	20,198	7,352
Monterey	27,810	13,584	12,184	10.3%	2.08	28,053	14,177
Pacific Grove	15,041	8,169	7,020	14.1%	2.09	15,365	8,453
Sand City	334	145	128	11.7%	2.27	355	166
Seaside	33,025	10,872	10,093	7.2%	3.16	33,729	10,884

Data sources: 2010 Census: U.S. Census Bureau, Profile of General Population and Housing Characteristics: 2010 Census Summary File 1; 2014 ACS: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table DP05

Race/Ethnicity

The table below shows the race and ethnicity profile for the incorporated cities and Census Designated Places (CDP) in MPC's service area, based on 2010-2014 estimates from the American Community Survey. The table does not include the unincorporated areas of the District. The cities of Marina, Seaside, and Sand City, all located in the northern portion of the district, are more racially and ethnically diverse than the cities and CDPs in the southern portion of the District.

Figure 1.2: Race/Ethnicity Profile, MPCCD

	Not Hispanic or Latino							Hispanic or Latino (of any race)
	White	African Americ	American Indian/Alaska Native	Asian	Hawaiian/ Pacific Islanders	Other Race	Two or more races	
Carmel-By-The-Sea	80.7%	0.0%	0.2%	8.2%	0.0%	0.0%	1.3%	9.5%
Carmel Valley Village CDP	86.7%	0.9%	0.0%	2.2%	0.0%	0.0%	4.9%	5.3%
Del Monte Forest CDP	76.1%	2.6%	0.4%	7.1%	0.1%	0.0%	3.3%	10.4%
Del Rey Oaks	72.3%	0.2%	0.0%	8.3%	0.2%	0.0%	4.4%	14.6%
Marina	37.6%	6.3%	0.3%	15.5%	4.9%	0.1%	6.2%	29.0%
Monterey	68.1%	2.6%	0.1%	8.1%	0.1%	0.2%	3.7%	17.0%
Pacific Grove	76.8%	1.8%	0.3%	5.5%	0.0%	0.0%	3.2%	12.4%
Sand City	56.1%	2.3%	0.3%	0.6%	0.0%	0.0%	2.8%	38.0%
Seaside	31.2%	8.1%	0.6%	10.0%	1.6%	0.5%	4.9%	43.0%

Data source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table DP05

Educational Attainment

The table below shows the highest level of educational attainment for adults, age 25 and older, in the cities and Census Designated Places (CDP) in Monterey Peninsula College's service area. The cities in the northern part of the district—Marina, Seaside, and Sand City—have considerably higher percentages of adults without a high school diploma than do the cities and CDPs in the southern part of the district. By contrast, Marina, Seaside, and Sand City have considerably lower percentages of adults who already have a bachelor's degree or higher than the areas in the south.

Figure 1.3: Educational Attainment Profile, MPCCD

	Not a HS grad		HS grad or GED		Some college		Associate degree		Bachelor's degree or higher	
Carmel-By-The-Sea	128	4.3%	428	14.4%	547	18.4%	156	5.3%	1,709	57.6%
Carmel Valley Village CDP	107	3.3%	0	0.0%	803	25%	368	11.5%	1,518	47.2%
Del Monte Forest CDP	46	1.2%	0	0.0%	896	23.7%	236	6.3%	2,355	62.3%
Del Rey Oaks	72	5.4%	0	0.0%	323	24.4%	165	12.4%	602	45.4%
Marina	2,293	17.5%	0	0.0%	3,260	24.8%	1,328	10.1%	3,198	24.4%
Monterey	1,174	5.7%	0	0.0%	4,278	20.9%	2,186	10.7%	9,600	46.9%
Pacific Grove	554	4.6%	0	0.0%	2,476	20.7%	960	8.0%	5,993	50.0%
Sand City	44	18.9%	0	0.0%	59	25.3%	18	7.7%	45	19.3%
Seaside	5,639	27.4%	0	0.0%	4,322	21.0%	1,693	8.2%	4,698	22.9%

Data source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15003

Labor Force Data

The table below shows the monthly labor force data for both the cities and Census Designated Places in MPC's service area. Labor force data is not available for the unincorporated areas in

MPC's service area. These data show that cities of Marina and Seaside have relatively higher unemployment rates than the other areas in MPC's service area.

Figure 1.4: Employment Data, MPCCD

	Labor Force	Employment	Unemployment	Unemployment Rate
Carmel-By-The-Sea	1,700	1,700	100	4.0%
Carmel Valley Village CDP	2,700	2,500	200	7.6%
Del Monte Forest CDP	1,800	1,700	100	6.1%
Del Rey Oaks	1,100	1000	100	6.7%
Marina	11,700	10,900	800	6.8%
Monterey	15,700	14,700	1,000	6.5%
Pacific Grove	9,000	8,400	500	5.7%
Sand City	Not available			
Seaside	18,400	16,600	1,700	9.3%
Monterey County	**219,800**	**199,900**	**19,900**	**9.1%**
State of California	**18,811,400**	**17,397,100**	**1,414,300**	**7.5%**

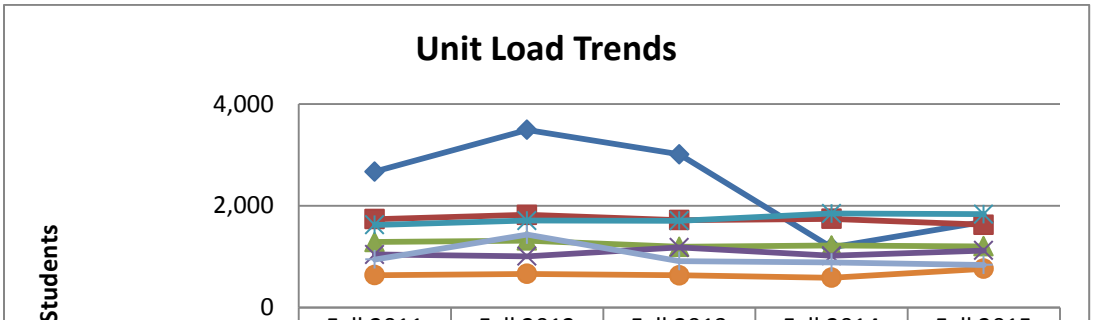
Data source: California Employment Development Department (EDD), 2014 Annual Unemployment Rates

Enrollment Trends

Unit Load

The graph below shows the unit load trends for the past five years. These data reflect all students enrolled at MPC, including those enrolled in contract courses.

Figure 1.5: Unit Load Trends



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
0.1 - 2.9 Units	2,669	3,491	3,010	1,180	1,683
3.0 - 5.9 units	1,734	1,821	1,716	1,743	1,626
6.0 - 8.9 units	1,287	1,313	1,190	1,216	1,202
9.0 - 11.9 Units	1,039	1,006	1,177	1,014	1,118
12.0 - 14.9 Units	1,622	1,706	1,705	1,845	1,833
15+ Units	633	658	631	584	760
Non-Credit	941	1,429	910	882	835

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Enrollment by Location/Modality

The table below shows the enrollments for the main campus in Monterey, the Marina Education Center (MEC), the Public Safety Training Center (PSTC) in Seaside, and distance learning courses offered through MPC Online. Whereas the Figure 5 above reflects *unduplicated headcount*, the table below reflects every enrollment. Thus, a student who is enrolled in three courses would count as three enrollments. Similarly, students who are taking courses at more than one location would be counted at all locations where they are taking courses.

Figure 1.6: Enrollment Trends by Location/Modality

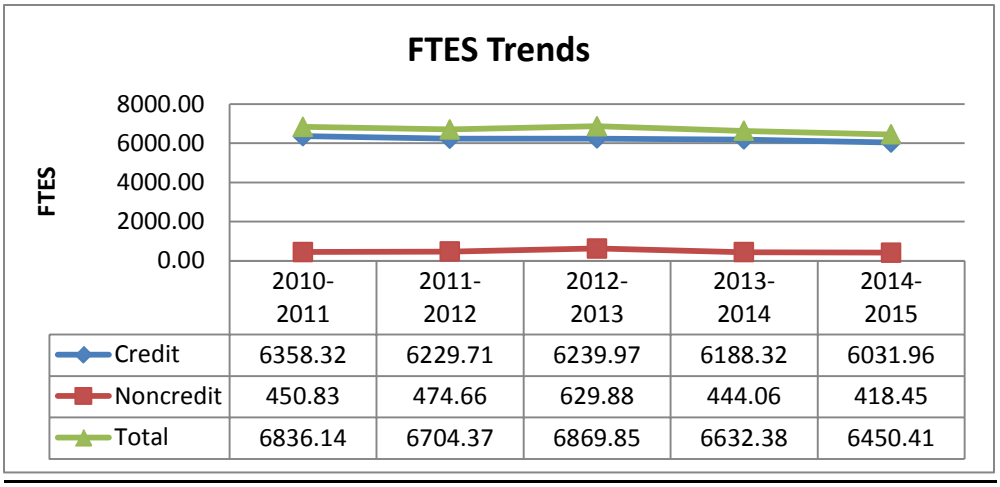
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Campus in Monterey	6,920	7,055	6,649	6,520	6,681
Marina Education Center	996	1,180	1,268	1,130	1,044
Public Safety Training Center in Seaside	147	175	241	226	249
Distance Learning	1,256	1,395	1,635	1,892	1,957

Source: MPC SIS740 Report

Full-Time Equivalent Students (FTES)

The graph below shows the Full-Time Equivalent Student (FTES) trends for the past five years. The FTES in this graph are a reflection of instructional activity only and do not account for differences in accounting methods.

Figure 1.7: FTES Trends, 2010/2011 – 2014/2015



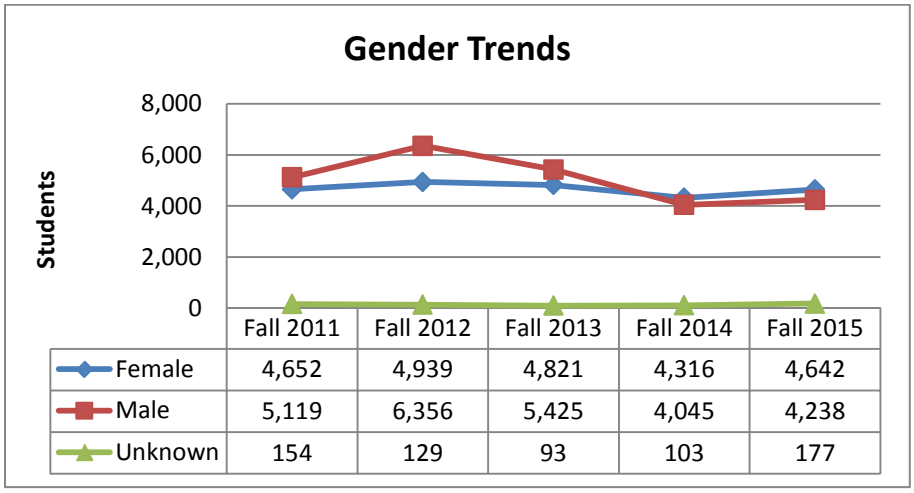
Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Student Demographic Information

Gender

The graph below shows gender trends for the past five years. Statewide, there have been more female students than male students for each year in this five-year period. The higher number of male students at MPC in some years is a result of high enrollments in public safety programs; most of the students (85%) in MPC's public safety programs are male.

Figure 1.8: Gender Trends, 2010/2011 – 2014/2015



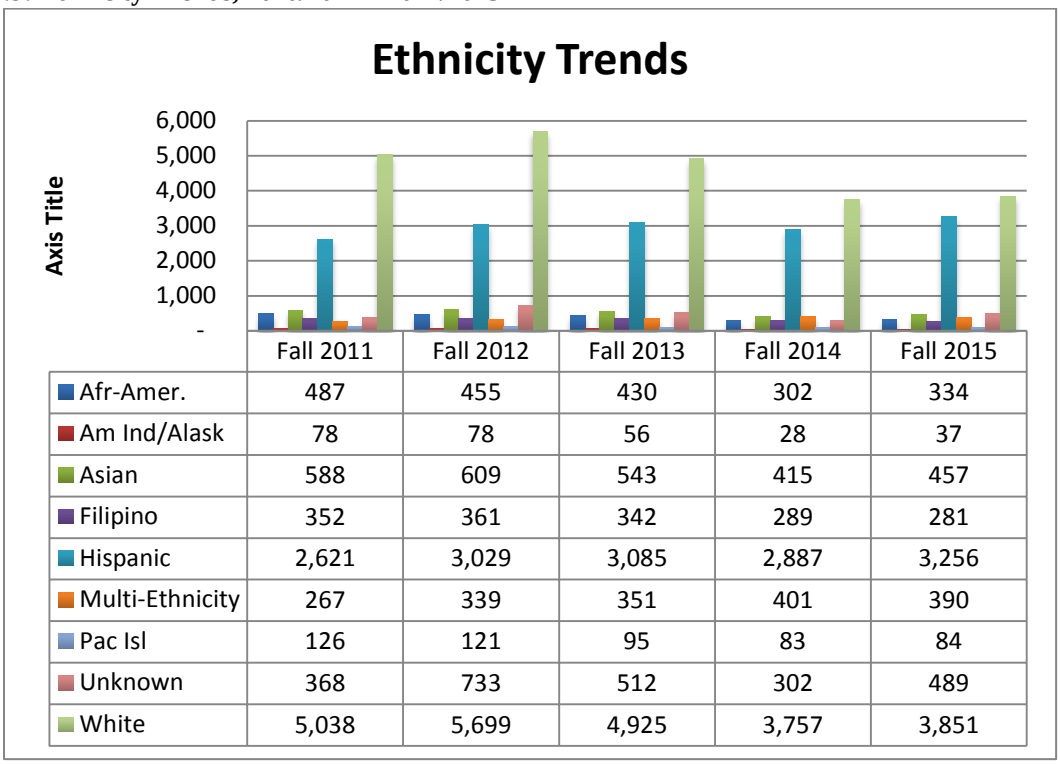
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	4,652	4,939	4,821	4,316	4,642
Male	5,119	6,356	5,425	4,045	4,238
Unknown	154	129	93	103	177

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Ethnicity

White students comprise the largest ethnicity group at MPC. Hispanic/Latino students are the largest non-white group, and this group of students has grown slightly over the past five-year period. This ethnicity profile for the overall student population reflects the profile of Monterey Peninsula College's service area, described above in Figure 1.2.

Figure 1.9: Ethnicity Trends, 2010/2011 – 2014/2015



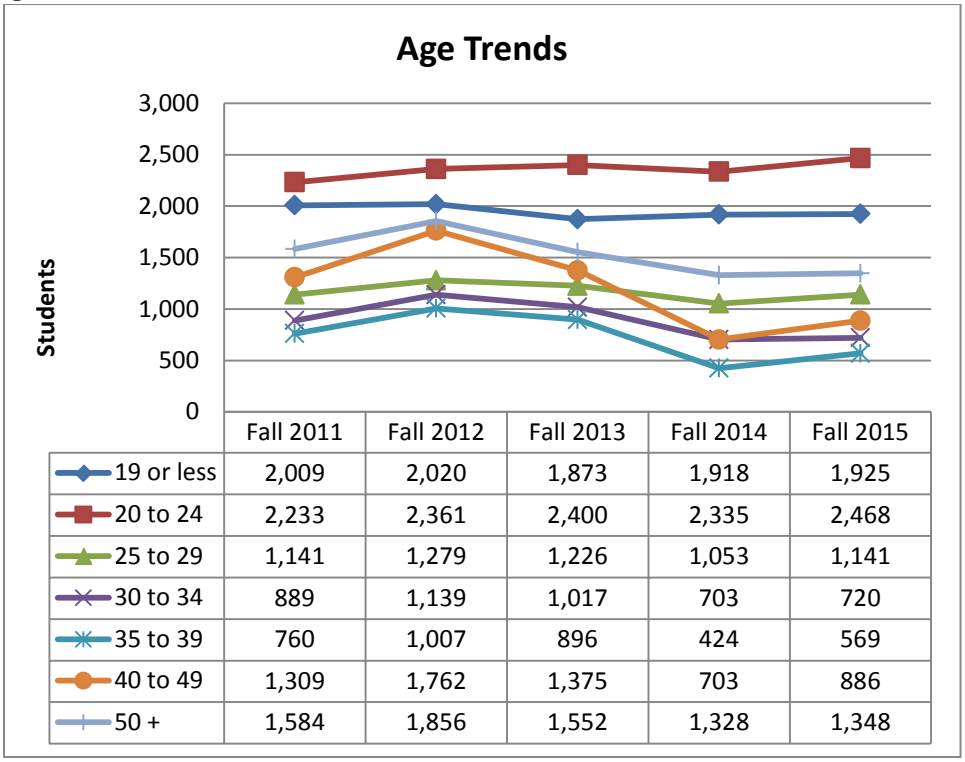
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Afr-Amer.	487	455	430	302	334
Am Ind/Alask	78	78	56	28	37
Asian	588	609	543	415	457
Filipino	352	361	342	289	281
Hispanic	2,621	3,029	3,085	2,887	3,256
Multi-Ethnicity	267	339	351	401	390
Pac Isl	126	121	95	83	84
Unknown	368	733	512	302	489
White	5,038	5,699	4,925	3,757	3,851

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Age

The graph below shows trends in student age at Monterey Peninsula College. MPC has a bimodal student population. The number of younger, "traditional age" college students (under age 25) is roughly similar to the number of "older" students (over age 25). However, students in the 20-24 age range have been growing steadily, while older populations have been shrinking overall.

Figure 1.9: Age Trends, 2010/2011 – 2014/2015



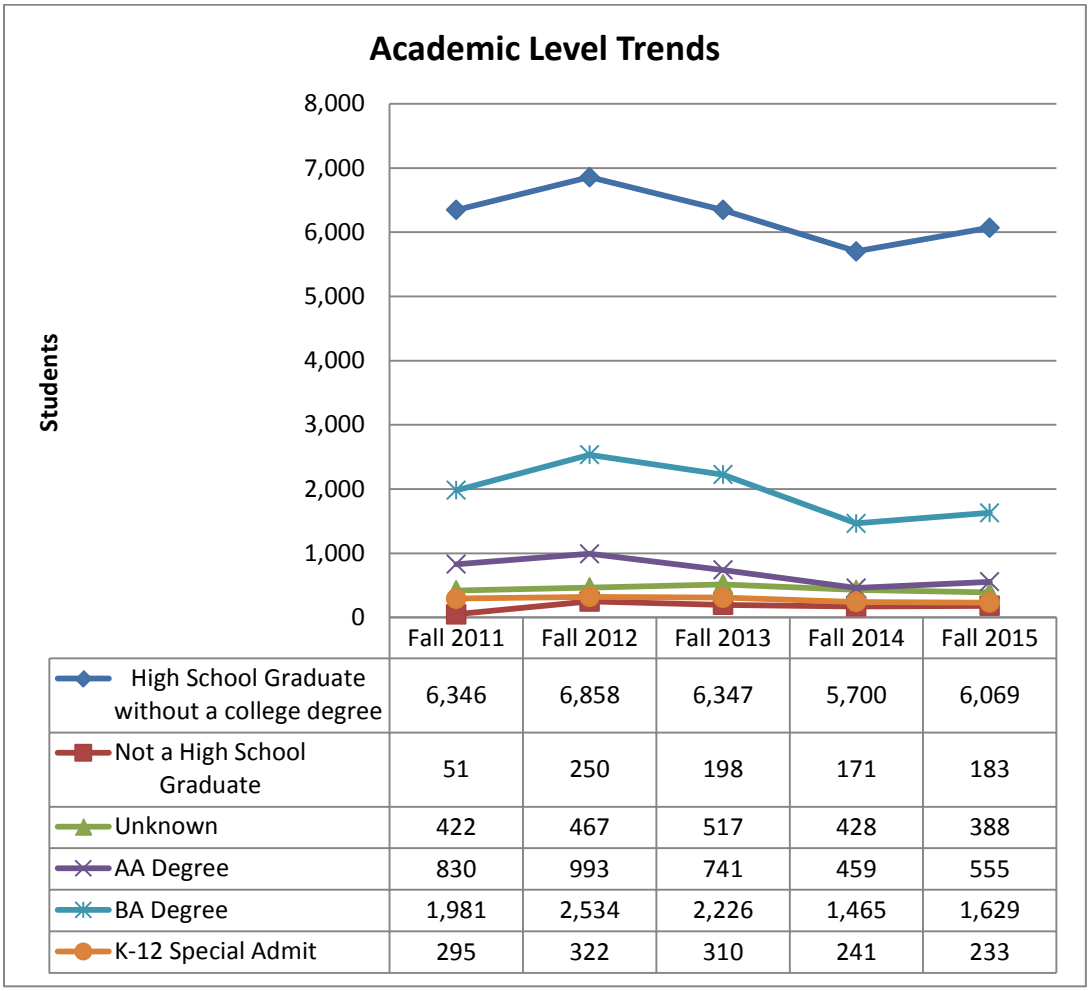
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or less	2,009	2,020	1,873	1,918	1,925
20 to 24	2,233	2,361	2,400	2,335	2,468
25 to 29	1,141	1,279	1,226	1,053	1,141
30 to 34	889	1,139	1,017	703	720
35 to 39	760	1,007	896	424	569
40 to 49	1,309	1,762	1,375	703	886
50 +	1,584	1,856	1,552	1,328	1,348

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Academic Level

The graph below reflects the highest level of educational attainment of Monterey Peninsula College students. Students at the college freshman level are the largest group; by contrast, there are far fewer students at the sophomore level. In addition, there are a substantial number of students who already have a baccalaureate degree or higher.

Figure 1.10: Academic Level Trends, 2010/2011 – 2014/2015



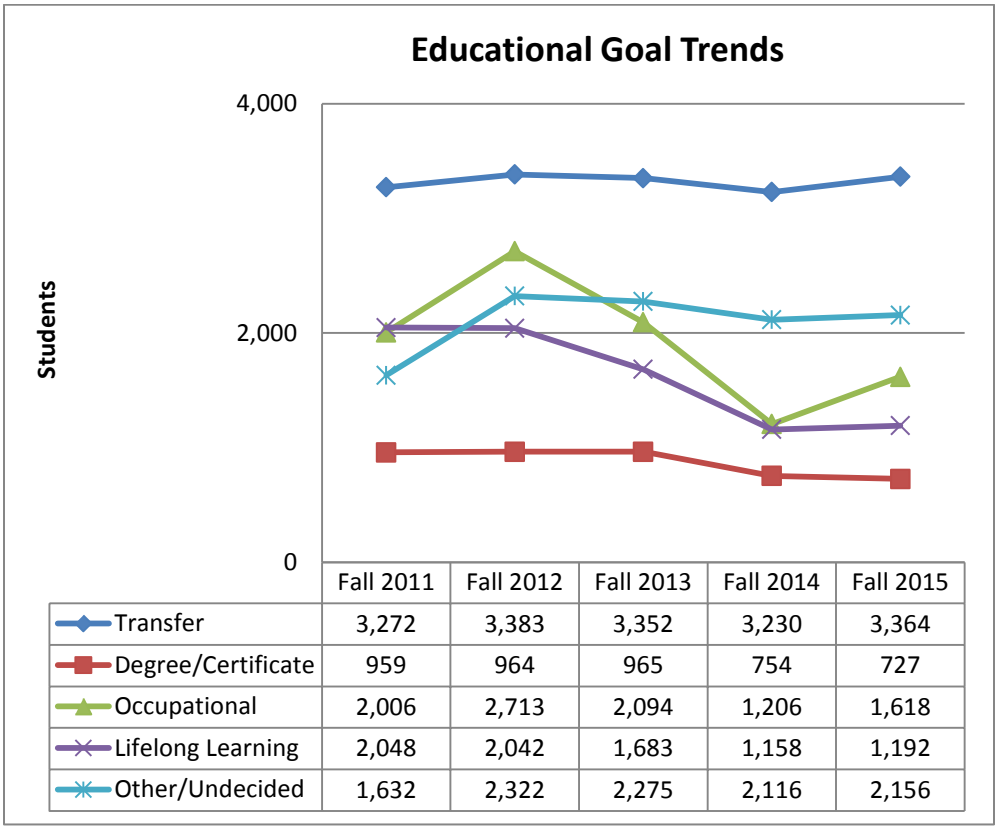
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
High School Graduate without a college degree	6,346	6,858	6,347	5,700	6,069
Not a High School Graduate	51	250	198	171	183
Unknown	422	467	517	428	388
AA Degree	830	993	741	459	555
BA Degree	1,981	2,534	2,226	1,465	1,629
K-12 Special Admit	295	322	310	241	233

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Educational Goal

The graph below shows students' self-reported educational goals for five years. Students initially indicate their educational goal when they submit an application for admission. Students' educational goals may change later, but the graph below reflects initial educational goal. Students who indicated that they are seeking both transfer as well as a degree are included in the "Transfer" category only.

Figure 1.11: Students Initial Educational Goals, 2010/2011 – 2014/2015



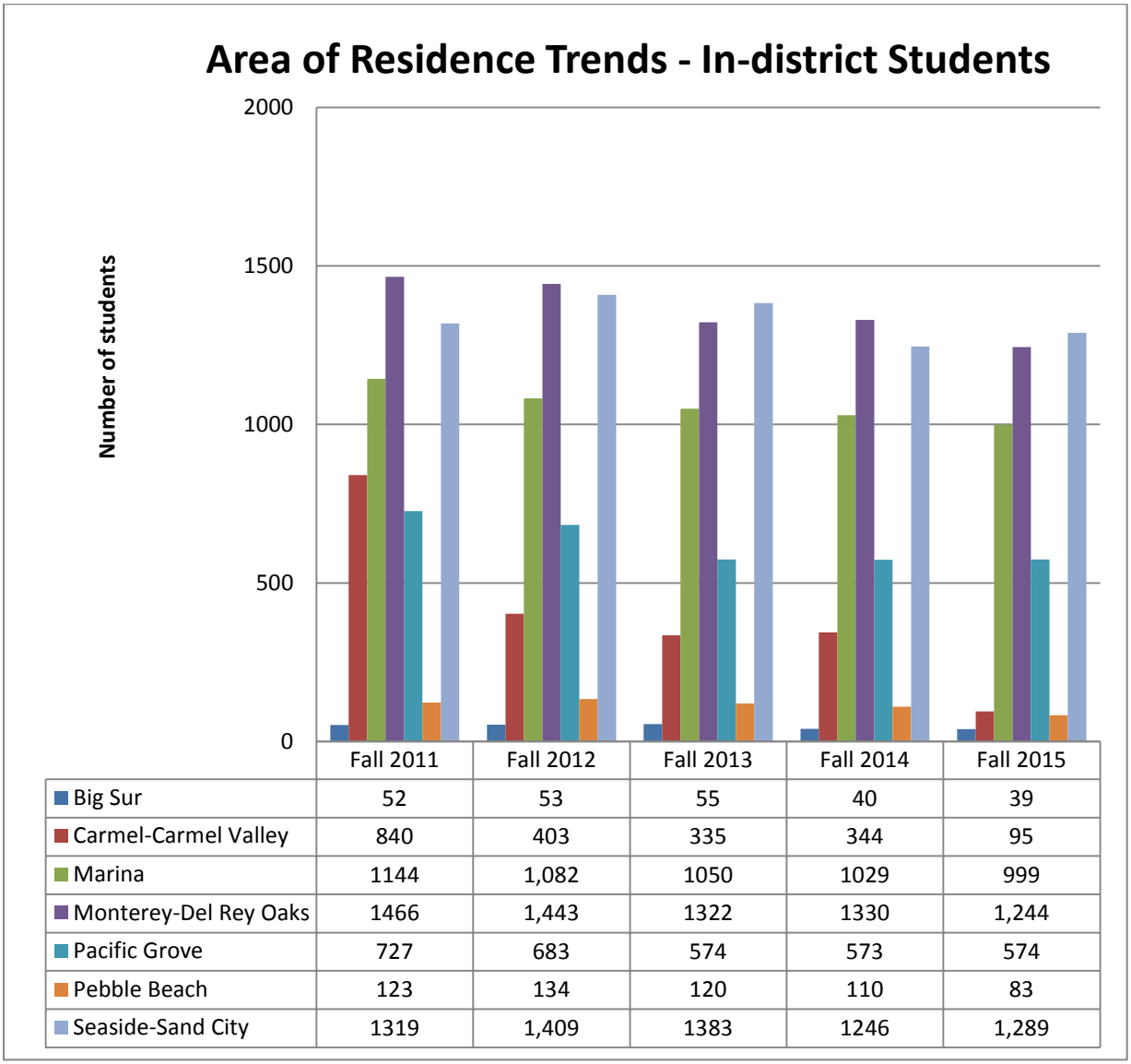
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Transfer	3,272	3,383	3,352	3,230	3,364
Degree/Certificate	959	964	965	754	727
Occupational	2,006	2,713	2,094	1,206	1,618
Lifelong Learning	2,048	2,042	1,683	1,158	1,192
Other/Undecided	1,632	2,322	2,275	2,116	2,156

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Area of Residence: In-District Students

The graph below shows five-year trends for students' area of residence for those students who reside in the MPCCD. The number of students from each area within the district is proportionate with the total adult population in those areas.

Figure 1.12: Area of Residence Trends: Students Residing in the District



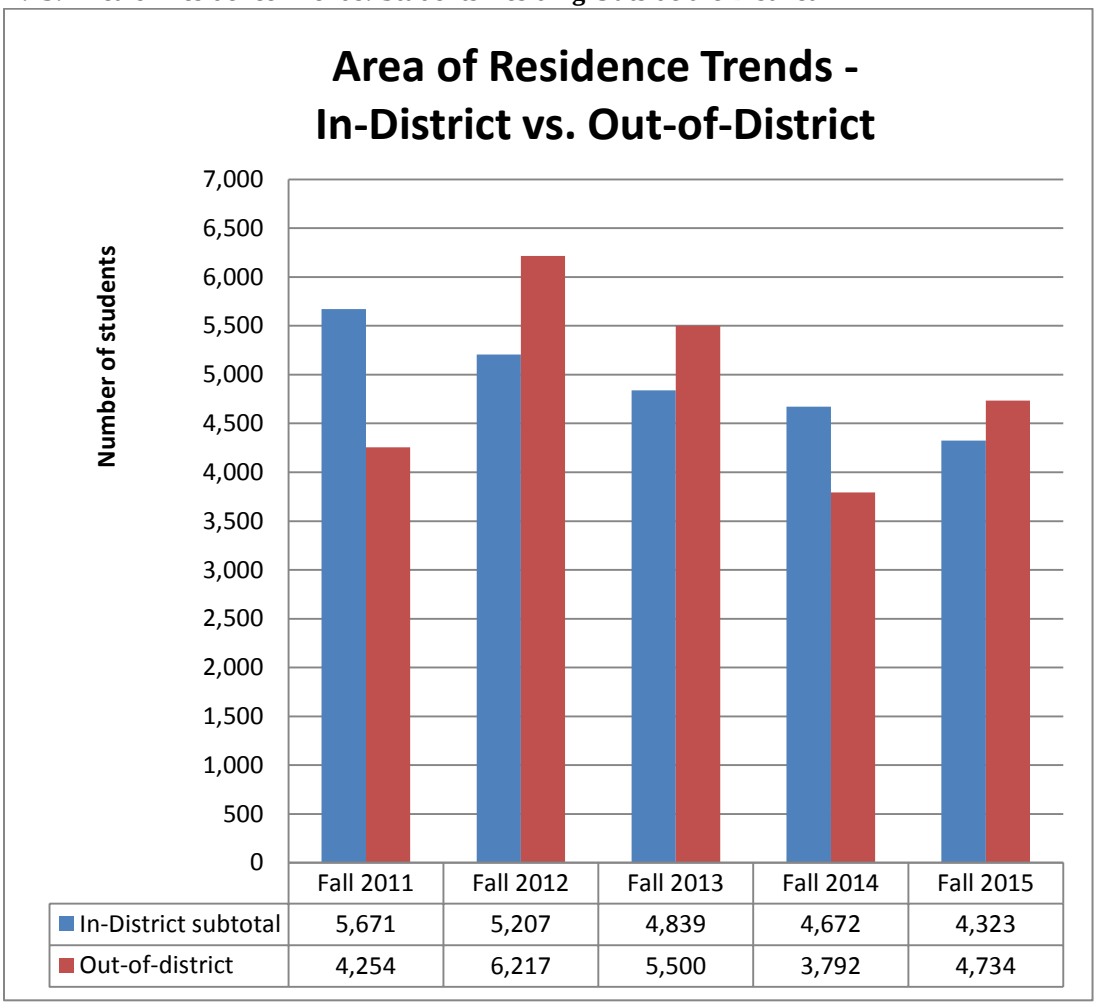
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Big Sur	52	53	55	40	39
Carmel-Carmel Valley	840	403	335	344	95
Marina	1144	1,082	1050	1029	999
Monterey-Del Rey Oaks	1466	1,443	1322	1330	1,244
Pacific Grove	727	683	574	573	574
Pebble Beach	123	134	120	110	83
Seaside-Sand City	1319	1,409	1383	1246	1,289

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Area of Residence

The graph below compares in-district versus out-of-district residence for five years. MPC has a large number of students who reside outside of the District, due in part to public safety contract courses with agencies outside MPC's service area.

Figure 1.13: Area of Residence Trends: Students Residing Outside the District



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
In-District subtotal	5,671	5,207	4,839	4,672	4,323
Out-of-district	4,254	6,217	5,500	3,792	4,734

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement: Student Success Scorecard

The Student Success Scorecard tracks a cohort of first-time degree, certificate, and/or transfer-seeking students for a period of six years. The 2012 Scorecard reflects a cohort of students who started as first-time students in 2005-2006; the 2013 Scorecard reflects a cohort of students who started as first-time students in 2006-2007, and so on.

Prepared vs. Unprepared on Student Success Scorecard

Students are classified as "Prepared" or "Unprepared" based on the level of their initial English and math courses. Prepared students are those whose initial course in English and/or math was college level. Unprepared students are those whose initial course in English and/or math was below college level.

The table below shows the percentages of Prepared and Unprepared students for five years. Over a 5-year period, the majority (76.6%) of students included in the Scorecard were classified as Unprepared for college.

Figure 2.1: Prepared vs. Unprepared Students, 2012-2016 Scorecard

	2012 Scorecard	2013 Scorecard	2014 Scorecard	2015 Scorecard	2016 Scorecard
Prepared	116	139	140	182	189
Prepared %	*21.2%*	*23.4%*	*22.2%*	*23.8%*	*25.6%*
Unprepared	430	455	492	584	550
Unprepared %	*78.8%*	*76.6%*	*77.8%*	*76.2%*	*74.4%*

Source: California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx)

Prepared vs. Unprepared: Disaggregating the Data

The table below shows the percentages of Prepared and Unprepared students, disaggregated by race/ethnicity. Due to small numbers of students in some race/ethnicity groups, data are combined for five years. Only race/ethnicity groups with 10 or more students in both the Prepared and Unprepared groups are shown.

Figure 2.2: Area of Residence Trends: Students Residing Outside the District

Race/Ethnicity	Prepared	Unprepared
African-American	8.0%	92.0%
Asian	34.4%	65.6%
Filipino	18.6%	81.4%
Hispanic/Latino	17.4%	82.6%
Pacific Islander	13.0%	87.0%
White	27.5%	72.5%

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Completion Outcome on Student Success Scorecard

The table below shows the percentage of students who achieved Completion (completed a degree, certificate, or transfer-related outcome), by Prepared vs. Unprepared status. Over a five-year period, approximately 70% to 73% of Prepared students achieved a Completion outcome, compared to 39% to 47% of Unprepared students.

Figure 2.3: Completion Outcomes

	2012 Scorecard	2013 Scorecard	2014 Scorecard	2015 Scorecard	2016 Scorecard
Completion for Prepared students	*69.8%*	*73.4%*	*72.9%*	*70.3%*	*70.4%*
Completion for Unprepared students	*47.2%*	*45.3%*	*46.3%*	*40.2%*	*38.7%*

Source: California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx)

Prepared vs. Unprepared: Disaggregating the Data

The table below shows the percentages of Prepared and Unprepared students, disaggregated by race/ethnicity, who achieved a Completion outcome on the Scorecard. Due to small numbers of students in some race/ethnicity groups, data are combined for five years. Only race/ethnicity groups with 10 or more students in both the Prepared and Unprepared groups are shown.

Among Prepared students, Completion ranged from 58.3% for Pacific Islanders to 77.6% for Asian students; similarly, among Unprepared students, Completion ranged from 31.3% for Pacific Islanders to 59.3% for Asian students.

Figure 2.4: Completion Outcomes: Disaggregated by Race/Ethnicity

Race/Ethnicity	Prepared	Unprepared
African-American	68.8%	35.5%
Asian	77.6%	59.3%
Filipino	75.9%	40.2%
Hispanic/Latino	69.4%	40.0%
Pacific Islander	58.3%	31.3%
White	73.3%	45.8%

Source: California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx)

Institution-set Standards: Overview

College-wide Student Achievement Data Overview: Institution-set Standards

Student Achievement Metric	Definition	Institution-set Standard[1]	2011 Data	2012 Data	2013 Data	2014 Data	2015 Data
Successful Course Completion Rate	Number of passing grades (A, B, C, P) divided by the number of students enrolled at 1st Census	**70.1%**	72.94% (fall 2011)	73.02% (fall 2012)	73.01% (fall 2013)	69.54% (fall 2014)	70.32% (fall 2015)
Course Retention Rate	Number of students retained divided by the number of students enrolled at 1st Census	**84.0%**	84.70% (fall 2011)	85.23% (fall 2012)	85.56% (fall 2013)	83.69% (fall 2014)	83.23% (fall 2015)
Degree Completion: Number of *Students* Awarded	Number of associate's degrees awarded during the previous academic year (July-June)	**332**[2]	381 (2010-11)	312 (2011-12)	384 (2012-13)	430 (2013-14)	499[2] (2014-15)
Degree Completion: Number of *Degrees* Awarded	Number of students awarded associate's degrees during the previous academic year (July-June)	**363**[2]	411 (2010-11)	343 (2011-12)	433 (2012-13)	480 (2013-14)	566[2] (2014-15)
Certificate Completion: Number of *Students* Awarded	Number of Chancellor's Office-approved certificates awarded during the previous academic year (July-June)	**59**[2]	44 (2010-11)	100 (2011-12)	84 (2012-13)	83 (2013-14)	98[2] (2014-15)
Certificate Completion: Number of *Certificates* Awarded	Number of students awarded Chancellor's Office-approved certificates during the previous academic year (July-June)	**61**[2]	45 (2010-11)	105 (2011-12)	89 (2012-13)	86 (2013-14)	99[2] (2014-15)
Transfer	Number of students who transferred to a 4-year institution in the previous academic year	**505**	544 (2010-11)	579 (2011-12)	476 (2012-13)	565 (2013-14)	575 (2014-15)

[1] The Institution-set Standard is the 5-Year Mean (2011-2015 data) minus the standard deviation.

[2] The 2015 Institution-set Standards for Degree and Certificate Completion were computed and submitted to ACCJC in March 2016. Subsequently, the College discovered a data coding issue that affected four of the Institution-set Standards. This table displays the *corrected* data and recalculated Institution-set Standards.

Job Placement Rates for Students Completing Certificate Programs and Career Technical Education (CTE) Degrees

Program	Classification of Instructional Programs (CIP) Code	Institution-set Standard[1]	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Administration of Justice	43.0107	**70.9%**	91.07%	95.83%	72.09%	67.74%	93.70%
Automotive Technology	47.0604	**68.9%**	87.50%	80.00%	66.67%	70.59%	84.21%
Business – Business Administration	52.0101	**53.0%**	78.57%	67.65%	65.71%	50.00%	57.14%
Child Development	19.0709	**45.9%**	73.33%	58.06%	62.96%	37.93%	62.07%
Computer Networking	11.0901	**49.4%**	53.33%	61.54%	54.84%	46.67%	61.11%
Massage Therapy	51.3501	**62.0%**	63.64%	76.47%	64.71%	77.78%	63.64%
Nursing	51.1699	**81.7%**	88.89%	84.38%	79.63%	86.00%	88.10%

Note: This table includes only those programs that had 10 or more completers each year, for the most recent five years for which data are available.
[1] The Institution-set Standard is the 5-Year Mean (2011-2015 data) minus the standard deviation.

Institution-set Standards: Disaggregated Data

Successful Course Completion—Disaggregated Data

The successful course completion rate is calculated by dividing the number of passing grades (A, B, C, or P) by the number of students enrolled at census.

The institution-set standard for course completion for the most recent year is 70.1%; the College's current performance level is 70.32%, which meets the standard. Population groups that fall below the standard in the most recent year are denoted in ***boldface italics***.

To ensure that the analysis of the disaggregated institution-set standards was meaningful and incorporated into existing efforts to improve student achievement, the college chose to disaggregate the institution-set standards for population groups similar to those identified in its Student Plan. In this way, the institution-set standards inform work already tied to mitigating gaps in performance. The college used the "Percentage Point Gap" methodology, the same methodology employed in the Student Equity Plan, to identify population groups that are disproportionately impacted. According to this methodology, disproportionate impact is present when a population group is performing at a -3 percentage point gap or greater. First, for each fall term, course completion rates that are at a -3 percentage point gap or greater are identified by yellow highlight. Then, population groups that experienced disproportionate impact for five fall terms are highlighted in yellow. For example, in Table I-A below, Black/African-American and Hispanic/Latino students experienced disproportionate impact for five fall terms.

Table I-A. Successful Course Completion by Population Group

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.94%**	**73.02%**	**73.01%**	**69.54%**	**70.32%**
Gender					
Female	72.37%	72.51%	73.60%	70.81%	71.29%
Male	73.21%	73.43%	72.29%	68.00%	***69.84%***
Ethnicity					
American Indian/ Alaskan Native	73.33%	60.37%	65.04%	61.84%	***68.35%***
Asian	75.92%	76.90%	76.94%	76.24%	76.02%
Black or African American	68.64%	65.63%	65.65%	61.53%	***62.20%***
Hispanic or Latino	67.63%	67.61%	66.79%	63.70%	***64.36%***
Pacific Islander	66.06%	60.73%	73.02%	68.86%	***59.59%***
White	75.93%	77.55%	78.20%	75.06%	77.23%
Two or more races	68.41%	65.35%	71.61%	68.17%	***68.97%***
Unknown	91.90%	81.29%	79.52%	76.24%	82.92%
Special Population Groups					
DSPS	71.64%	71.96%	71.15%	70.63%	74.37%
EOPS	67.84%	65.44%	70.52%	66.01%	66.97%
First Generation	Data not available	Data not available	Data not available	61.36%	65.01%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table I-B. Successful Course Completion by Course Type

Course success rates have been higher for vocational courses than for basic skills and transferable courses. Per the percentage point gap methodology discussed earlier, disproportionate impact is present for basic skills courses in three of the five years.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.94%**	**73.02%**	**73.01%**	**69.54%**	**70.32%**
Course Type					
Basic Skills	73.93%	69.84%	65.96%	68.48%	***65.05%***
Transfer	71.51%	70.86%	71.14%	69.89%	***70.10%***
Vocational	80.11%	81.74%	81.07%	73.40%	77.17%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table I-C. Successful Course Completion by Course Modality

Course success rates have been higher for face-to-face courses than for distance education courses. Per the percentage point gap methodology discussed earlier, disproportionate impact is present for distance education courses all five years.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.94%**	**73.02%**	**73.01%**	**69.54%**	**70.32%**
Course Modality					
Distance Education	61.21%	62.76%	61.50%	57.45%	***58.93%***
Face-to-Face	73.75%	73.81%	74.29%	71.22%	72.28%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table I-D. Successful Course Completion by Discipline

The College uses locally derived data, rather than the Chancellor's Office Data Mart, to examine successful course completion by discipline. The locally derived data enable the college to use its own department and discipline taxonomy, which make the data more useful and relevant for program review. The overall successful course completion rates, presented in the first row of the table below, differ slightly from the successful completion rates presented in the previous tables of this section.

Table I-D. Successful Course Completion by Discipline

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.13%**	**72.67%**	**73.64%**	**72.12%**	**72.98%**
Discipline					
ADMJ	71.35%	64.80%	68.31%	68.78%	61.29%
ADPE	92.73%	97.36%	96.65%	98.53%	96.87%
ANAT	54.65%	65.06%	63.89%	58.36%	60.94%
ANTH	66.64%	69.02%	70.69%	65.52%	69.93%
ARAB	48.15%	68.75%	58.62%		
ART	83.44%	83.29%	87.86%		
ARTB			74.09%	79.76%	80.30%
ARTC			91.19%	90.99%	85.72%
ARTD			85.91%	92.35%	88.43%
ARTG			77.86%	74.67%	83.27%
ARTH			70.85%	72.84%	80.18%
ARTP			78.49%	83.10%	79.61%
ARTS			81.14%	74.37%	70.27%
ARTV				68.57%	85.61%
ASTR	80.56%	77.91%	89.88%	87.66%	84.45%
AUTO	61.74%	59.79%	73.75%	77.12%	72.44%
BIOL	72.24%	76.57%	75.58%	69.40%	67.69%
BUSC	25.29%	50.43%	53.83%	42.67%	46.56%
BUSI	55.57%	62.29%	65.40%	65.51%	63.26%
CHDV	71.66%	76.03%			
CHEM	64.73%	68.89%	71.38%	62.03%	68.57%
CHIN	89.66%	81.48%	85.00%		
COMM	80.77%	79.41%	97.44%	93.55%	64.53%
COOP	72.35%	66.67%	75.71%	76.14%	88.35%
CSIS	68.06%	62.31%	70.46%	72.51%	72.58%
DANC	84.24%	83.53%	76.15%	77.88%	72.05%
DNTL	78.42%	87.28%	87.41%	88.62%	88.97%
DRAF	61.54%		68.75%	74.28%	83.33%
ECED			72.38%	81.66%	75.12%
ECON	67.65%	73.67%	71.10%	69.20%	74.95%
EDUC			47.06%	22.22%	70.00%
EMMS	45.46%	44.52%	49.14%	66.19%	60.03%
ENGL	62.88%	63.48%	62.56%	60.93%	61.56%
ENGR	74.53%	88.09%	91.14%	96.12%	76.01%
ENSL	72.89%	69.68%	77.72%	83.96%	71.64%
ETNC	77.08%	73.25%	65.23%	59.54%	74.49%
FACD	100.00%	100.00%	100.00%		
FACS		83.33%			66.67%
FASH	71.25%	61.75%	66.26%	61.61%	53.90%
FIRE	94.94%	98.15%	90.91%	100.00%	
FPTC				75.63%	74.69%
FREN	64.79%	66.45%	65.58%	68.96%	66.99%
GENT	76.12%	95.24%	82.81%	82.83%	78.65%
GEOG	66.09%	66.19%	72.78%	78.13%	51.61%

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.13%**	**72.67%**	**73.64%**	**72.12%**	**72.98%**
Discipline					
GEOL	60.55%	73.05%	65.40%	71.32%	57.16%
GERM	93.42%	55.17%	66.15%	78.79%	35.29%
GWOS					63.44%
HIST	68.04%	71.99%	68.26%	63.39%	71.32%
HLTH	86.96%	72.73%	80.00%	61.76%	65.91%
HOSP	69.17%	84.83%	83.76%	83.23%	84.13%
HUMA	68.76%	62.34%	73.12%	66.68%	72.06%
HUMS	79.05%	67.95%	72.78%	62.04%	79.53%
INTD	60.00%	79.57%	56.17%	71.16%	83.83%
ITAL	44.97%	53.74%	66.19%		81.25%
JPNS	58.81%	68.45%	87.80%	80.53%	75.89%
LETP	97.70%	98.93%	98.68%	96.70%	97.15%
LIBR	75.20%	78.13%	73.23%	72.70%	72.36%
LING	69.20%	63.13%	72.34%	68.88%	70.01%
LNSK	74.18%	76.32%	71.65%	70.35%	75.96%
MAST	85.00%	72.00%	47.62%	31.58%	
MATH	55.48%	53.87%	56.07%	53.61%	52.15%
MEDA	80.75%	76.93%	68.61%	74.24%	74.95%
MUSI	84.75%	86.31%	84.98%	88.79%	83.41%
NURS	86.84%	94.88%	91.70%	91.01%	95.14%
NUTF	65.01%	67.31%	58.26%	56.46%	50.68%
OCEN	72.64%	83.07%	81.47%	75.00%	56.28%
ORNH	81.78%	77.00%	62.03%	57.25%	76.81%
PARK		89.66%	96.00%		
PERS	81.00%	80.12%	80.83%	73.96%	70.04%
PFIT	71.77%	70.36%	77.08%	76.77%	76.95%
PHED	87.66%	87.83%	94.91%	90.99%	90.48%
PHIL	60.41%	56.08%	69.80%	52.59%	64.94%
PHOT	79.62%	72.54%	87.50%		
PHSO	74.95%	69.81%	88.53%	82.94%	84.65%
PHYS	65.04%	74.69%	73.81%	77.37%	75.16%
POLS	65.95%	70.62%	70.87%	66.37%	66.24%
PSYC	71.85%	68.05%	67.53%	70.50%	71.26%
REAL	38.10%	64.29%	75.99%	62.82%	72.24%
SIGN	71.78%	62.25%	55.72%	62.18%	69.01%
SOCI	70.70%	67.28%	55.87%	53.85%	66.48%
SPAN	65.27%	65.96%	66.56%	68.25%	69.73%
SPCH	79.97%	78.82%	78.89%	76.72%	74.76%
THEA	89.16%	94.01%	91.71%	90.95%	89.37%
WOMN	74.91%	70.81%	66.30%	63.91%	100.00%
WRLD		77.33%		61.84%	

Source: MPC Office of Institutional Research, MIS Referential Files

Course Retention – Disaggregated Data

The retention rate is calculated by dividing the number of students who remained in the course after the drop date by the number of students enrolled at census.

The institution-set standard for retention for the most recent year is 84.0%; the college's current performance level is 83.23%, which falls slightly below the standard. Population groups that fall below the standard in the most recent year are denoted in ***boldface italics***.

As noted earlier, the College chose to disaggregate the institution-set standards for population groups similar to those identified in its Student Plan. The College used the "Percentage Point Gap" methodology, explained earlier, to identify population groups that are disproportionately impacted. For each fall term, retention rates that are at a -3 percentage point gap or greater are identified by yellow highlight.

Table II-A. Course Retention by Population Group

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**84.70%**	**85.23%**	**85.56%**	**83.69%**	***83.23%***
Gender					
Female	83.47%	84.88%	85.75%	83.99%	***83.28%***
Male	85.83%	85.51%	85.35%	83.29%	***83.48%***
Ethnicity					
American Indian/ Alaskan Native	85.13%	77.44%	85.37%	82.89%	79.75%
Asian	85.93%	86.59%	87.22%	86.92%	86.31%
Black or African American	84.87%	82.55%	83.87%	80.82%	***79.94%***
Hispanic or Latino	82.39%	82.91%	82.88%	80.97%	***80.52%***
Pacific Islander	84.71%	80.86%	91.16%	82.89%	***76.68%***
White	85.57%	86.99%	87.32%	85.95%	86.20%
Two or more races	82.36%	81.97%	84.66%	83.46%	***82.17%***
Unknown	96.30%	90.89%	90.20%	88.48%	90.69%
Special Population Groups					
DSPS	84.54%	85.85%	85.24%	85.75%	85.38%
EOPS	83.73%	82.95%	83.56%	84.41%	***82.98%***
First Generation	Data not available	Data not available	Data not available	79.82%	***81.46%***

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table II-B. Course Retention by Course Type

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**84.70%**	**85.23%**	**85.56%**	**83.69%**	**83.23%**
Course Type					
Basic Skills	87.94%	86.22%	80.68%	85.20%	***82.01%***
Transfer	83.03%	83.52%	84.35%	83.31%	***82.32%***
Vocational	89.80%	90.55%	91.05%	87.16%	88.73%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table II-C. Course Retention by Course Modality

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**84.70%**	**85.23%**	**85.56%**	**83.69%**	***83.23%***
Course Modality					
Distance Education	75.38%	80.45%	78.23%	74.96%	***76.05%***
Face-to-Face	85.35%	85.60%	86.37%	84.91%	84.42%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table II-D. Course Retention by Discipline

The College uses locally derived data, rather than the Chancellor's Office Data Mart, to examine course retention by discipline. The locally derived data enable the College to use its own department and discipline taxonomy, which make the data more useful and relevant for program review. The overall course retention rates, presented in the first row of the table below, differ slightly from the successful completion rates presented in the previous tables of this section.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**82.48%**	**85.32%**	**85.97%**	**85.38%**	**84.70%**
Discipline					
ADMJ	80.99%	88.10%	86.19%	86.25%	82.49%
ADPE	92.73%	97.36%	96.65%	98.53%	96.87%
ANAT	70.61%	78.75%	81.49%	78.45%	72.87%
ANTH	86.53%	84.13%	87.15%	87.23%	89.88%
ARAB	70.37%	75.00%	75.86%		
ART	88.34%	89.04%	94.51%		
ARTB			76.36%	85.05%	83.33%
ARTC			93.98%	92.09%	89.26%
ARTD			95.71%	95.72%	91.65%
ARTG			90.09%	87.98%	89.52%
ARTH			90.17%	88.11%	96.22%
ARTP			90.23%	90.76%	87.39%
ARTS			85.60%	85.07%	81.23%
ARTV				82.86%	85.61%
ASTR	86.20%	87.68%	94.27%	97.60%	94.75%
AUTO	88.80%	86.46%	92.15%	89.01%	89.84%
BIOL	82.80%	85.67%	87.07%	79.90%	80.37%
BUSC	46.36%	74.72%	78.19%	74.82%	83.76%
BUSI	75.65%	79.29%	80.92%	81.62%	79.27%
CHDV	82.62%	86.39%			
CHEM	81.33%	88.74%	87.70%	86.86%	85.68%
CHIN	89.66%	81.48%	85.00%		
COMM	88.46%	85.29%	100.00%	93.55%	68.38%
COOP	77.65%	84.81%	92.86%	95.45%	92.38%
CSIS	85.79%	79.34%	87.03%	84.55%	84.78%
DANC	86.67%	85.54%	77.33%	86.48%	77.62%
DNTL	84.04%	95.44%	97.28%	99.31%	96.13%

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**82.48%**	**85.32%**	**85.97%**	**85.38%**	**84.70%**
Discipline					
DRAF	69.23%		75.00%	82.79%	88.89%
ECED			83.16%	88.88%	85.26%
ECON	80.32%	85.99%	84.21%	78.40%	85.03%
EDUC			64.71%	55.56%	85.00%
EMMS	67.75%	61.34%	83.88%	91.74%	81.95%
ENGL	75.93%	78.14%	76.73%	74.84%	76.72%
ENGR	79.39%	93.00%	96.34%	96.34%	86.13%
ENSL	87.25%	92.01%	93.27%	91.66%	85.28%
ETNC	85.52%	80.65%	80.19%	76.52%	86.72%
FACD	100.00%	100.00%	100.00%		
FACS		87.50%			80.00%
FASH	84.85%	87.62%	87.34%	84.20%	76.22%
FIRE	97.18%	99.07%	92.99%	100.00%	
FPTC				86.44%	87.88%
FREN	73.57%	79.52%	74.33%	83.06%	77.82%
GENT	92.28%	98.41%	100.00%	96.97%	85.40%
GEOG	81.07%	72.38%	86.67%	84.38%	64.52%
GEOL	70.26%	87.01%	78.31%	90.76%	72.63%
GERM	93.42%	75.86%	69.27%	90.91%	38.24%
GWOS					77.40%
HIST	84.50%	88.05%	85.53%	81.99%	81.24%
HLTH	95.65%	86.36%	86.67%	76.47%	77.27%
HOSP	75.17%	91.31%	93.48%	90.46%	93.71%
HUMA	83.05%	84.45%	85.57%	76.78%	79.64%
HUMS	89.65%	71.79%	88.52%	80.85%	79.53%
INTD	74.57%	83.59%	75.01%	87.79%	90.92%
ITAL	61.54%	63.87%	72.86%		85.42%
JPNS	81.90%	82.81%	90.24%	84.20%	85.28%
LETP	98.25%	99.04%	99.63%	98.72%	99.02%
LIBR	84.20%	89.58%	83.04%	80.59%	85.57%
LING	81.41%	76.59%	86.61%	82.58%	80.27%
LNSK	83.29%	90.80%	81.77%	88.38%	81.83%
MAST	85.00%	72.00%	71.43%	52.63%	
MATH	79.20%	79.48%	78.80%	77.98%	77.68%
MEDA	87.66%	90.47%	86.22%	91.25%	89.12%
MUSI	88.58%	90.82%	86.74%	93.57%	86.27%
NURS	91.41%	96.86%	96.02%	93.61%	96.46%
NUTF	76.61%	84.65%	75.63%	76.49%	71.09%
OCEN	81.29%	86.64%	87.62%	88.64%	79.00%
ORNH	81.78%	84.13%	73.65%	69.32%	92.83%
PARK		100.00%	96.00%		
PERS	86.77%	88.84%	91.66%	89.94%	89.52%
PFIT	78.04%	78.45%	89.34%	85.41%	84.34%
PHED	89.52%	89.49%	95.80%	92.70%	91.52%
PHIL	75.46%	78.83%	79.94%	72.09%	70.40%
PHOT	85.83%	86.86%	100.00%		

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**82.48%**	**85.32%**	**85.97%**	**85.38%**	**84.70%**
Discipline					
PHSO	81.00%	76.28%	93.37%	86.61%	88.39%
PHYS	74.20%	86.26%	82.71%	85.11%	81.68%
POLS	83.78%	87.30%	88.46%	83.82%	88.16%
PSYC	80.29%	82.74%	81.06%	80.90%	82.65%
REAL	52.38%	100.00%	91.90%	92.59%	91.41%
SIGN	79.87%	83.07%	68.76%	72.09%	81.12%
SOCI	84.16%	79.58%	80.48%	82.93%	77.93%
SPAN	81.29%	80.70%	79.87%	80.96%	77.80%
SPCH	88.74%	87.94%	88.52%	88.77%	86.19%
THEA	94.16%	96.77%	95.42%	93.85%	93.16%
WOMN	84.31%	87.85%	91.19%	81.24%	100.00%
WRLD		98.00%		85.86%	

Source: MPC Office of Institutional Research, MIS Referential Files

Degree Completion: Disaggregated Data

Degree completion is measured both in terms of the number of associate degrees awarded in a full year as well as the unduplicated headcount of students who received associate degrees in a full year. This measure includes "associate degree for transfer," a newly established variation of the associate degree that guarantees admission to a California State University (CSU) campus. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

Table III-A. Degrees Awarded

The College has institution-set standards for both the number of *students* awarded degrees as well as the number of *degrees* awarded. The institution-set standard for students awarded degrees for the most recent year is 332; the College awarded 499 students, which meets the standard. The institution-set standard for degrees awarded for the most recent year is 363; the College awarded 566 degrees, which meets the standard.

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Students* Awarded Degrees	381	312	384	430	499
Number of *Degrees* Awarded	411	343	433	480	566

Source: Students Awarded Degrees: MPC Office of Institutional Research, MIS Referential Files
Degrees Awarded: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Table III-B. Degrees Awarded by Discipline

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Degrees* Awarded	**411**	**343**	**433**	**480**	**566**
Degree Type & Discipline					
A.S.-T Degree			**4**	**26**	**83**
Administration of Justice-210500					10
Business Administration-050500					34
Child Development/Early Care and Education-130500			4	12	17
Computer Science (Transfer)-070600					1
Mathematics, General-170100				8	12
Physics, General-190200				6	9
A.A.-T Degree				**42**	**92**
Anthropology-220200				5	9
Art-100200					2
History-220500				5	9
Philosophy-150900					3
Political Science-220700					2
Psychology, General-200100					41
Sociology-220800				15	19
Speech Communication-150600				17	7
Associate of Science (A.S.) degree	**112**	**92**	**104**	**111**	**112**
Accounting-050200	4	6	5	4	6
Administration of Justice-210500	8	4	11	14	6
Automotive Technology-094800	3	3	3	2	5
Business and Commerce, General-050100	3	2	4	3	10
Child Development/Early Care and Education-130500	11	7	10	5	12
Dental Assistant-124010	1		6	1	8
Fashion Design-130310	1				
Fashion Merchandising-130320	1	2	1		1
Fashion Production-130330	1				
Fire Technology-213300	6	4	5		2
Fitness Trainer-083520	4	2	2	2	3
Horticulture-010900	1	3	3	2	
Hospitality-130700	1	5	2	3	1
Human Services-210400		1	1	4	5
Information Technology, General-070100	5	4	2	7	2
International Business and Trade-050800					1
Massage Therapy-126200	13	9	3	7	7
Mathematics, General-170100			9		

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Degrees* Awarded	**411**	**343**	**433**	**480**	**566**
Degree Type & Discipline					
Associate of Science (A.S.) degree	**112**	**92**	**104**	**111**	**112**
Medical Assisting-120800	1	6	6	8	10
Medical Office Technology-051420	8	6		13	4
Office Technology/Office Computer Applications-051400	1		1	3	
Police Academy-210550		3			
Real Estate-051100				1	1
Registered Nursing-123010	36	24	27	30	25
Restaurant and Food Services and Management-130710	1	1		1	
Small Business and Entrepreneurship-050640			1		2
Software Applications-070210	2		2	1	1
Associate of Arts (A.A.) degree	**299**	**251**	**325**	**301**	**279**
Anthropology-220200	1	7	5		
Art-100200	4		2	6	6
Astronomy-191100			2		2
Biological and Physical Sciences (and Mathematics)-490200	14	14	23	14	22
Biology, General-040100	6	7	14	13	14
Business Administration-050500	36	32	44	56	43
Ceramics-100230				1	
Chemistry, General-190500		4	9	10	11
Computer Science (Transfer)-070600	5		6	6	3
Dance-100800					2
Dramatic Arts-100700	5	2	4	2	6
Economics-220400	5	2	5	5	1
Engineering, General (requires Calculus) (Transfer)-090100	3	8	7	7	5
English-150100	4	3	3	3	5
Ethnic Studies-220300				1	
Fashion Design-130310		3	1	1	4
Film Studies-061200		1		2	
Foreign Languages, General-110100	3	3	2	2	1
Geology-191400					1
Graphic Art and Design-103000	6	5	6	7	9
Health Professions, Transfer Core Curriculum-126000	8	8	13	17	18
History-220500	1	6	1		
Hospitality-130700	2		3	4	5
Human Services-210400	4				
Humanities and Fine Arts-490310	13	26	34	42	26

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Degrees* Awarded	**411**	**343**	**433**	**480**	**566**
Degree Type & Discipline					
Associate of Arts (A.A.) degree	**299**	**251**	**325**	**301**	**279**
Interior Design and Merchandising-130200	6	2	1	3	
Jewelry-100910	1				
Liberal Arts and Sciences, General-490100	89	79	81	75	67
Mathematics, General-170100	3	7			
Music-100400		3		1	3
Occupational Therapy Technology-121800			1		1
Other Library Science-169900		1		1	1
Painting and Drawing-100210					1
Philosophy-150900	3	4	2	1	
Photography-101100	2	1	1	7	3
Physical Education-083500			1	2	4
Physics, General-190200	1	4	4		
Political Science-220700	3	2	10	6	7
Psychology, General-200100	14	11	20		
Sculpture-100220				1	
Sociology-220800	5	1	10		
Speech Communication-150600	5	4	8		
Technical Theater-100600	2		2		1
Transfer Studies-490110	45			4	7
Women's Studies-220110		1		1	

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Certificate Completion: Disaggregated Data

Certificate completion is measured both in terms of the number of certificates awarded in a full year as well as the unduplicated headcount of students who received certificates in a full year. This measure includes only Chancellor's Office approved Certificates of Achievement; it does not include locally issued Certificates of Training.

Table IV-A. Certificates Awarded

The College has institution-set standards for both the number of *students* awarded certificates as well as the number of *certificates* awarded. The institution-set standard for students awarded certificates for the most recent year is 59; the college awarded 98 students, which meets the standard. The institution-set standard for certificates awarded for the most recent year is 61; the College awarded 99 certificates, which meets the standard.

Table IV-A. Certificates Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Students* Awarded Certs	44	100	84	83	98
Number of *Certificates* Awarded	45	105	89	89	99

Source: Students Awarded Certificates: MPC Office of Institutional Research, MIS Referential Files
Certificates Awarded: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Table IV-D. Certificates Awarded by Discipline

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Certificates* Awarded	**45**	**105**	**89**	**89**	**99**
Discipline					
Certificate 30 to < 60 units	**22**	**37**	**39**	**32**	**46**
Automotive Technology-094800	2	4	4	3	4
Business and Commerce, General-050100		1	3	2	1
Child Development/Early Care and Education-130500			12	8	17
Dental Assistant-124010	14	1			
Fashion Design-130310		2	1	1	
Graphic Art and Design-103000	1	4	5	1	5
Information Technology, General-070100			1	2	
Interior Design and Merchandising-130200	3	1	1	3	3
Medical Assisting-120800		6	6	6	7
Medical Office Technology-051420	2				
Software Applications-070210		7	1	1	
Transfer Studies-490110		11	5	5	9
Certificate 18 to < 30 units	**23**	**68**	**50**	**57**	**53**
Accounting-050200	2	8	6	3	4
Administration of Justice-210500	1	4	7	8	33
Art-100200			1		1
Child Development/Early Care and Education-130500	1	11			
Dental Assistant-124010			3		4
Dramatic Arts-100700		2			
Fashion Merchandising-130320		1	1		
Film Studies-061200				1	
Fire Technology-213300		4	4	1	1
Fitness Trainer-083520		2	4	1	1
Horticulture-010900	6	2	5	1	2
Hospitality-130700	1	3	1	1	
Human Services-210400		2	2	1	2

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Certificates* Awarded	**45**	**105**	**89**	**89**	**99**
Information Technology, General-070100	3	4			
International Business and Trade-050800			2		
Massage Therapy-126200	3	10	4	4	3
Medical Office Technology-051420	1	6	1	7	1
Music-100400		2			
Office Technology/Office Computer Applications-051400	3	1	1	2	
Other Library Science-169900				1	
Photography-101100	1	1	5	2	
Police Academy-210550		4	1		
Psychology, General-200100				24	
Real Estate-051100			1		
Software Applications-070210		1			
Technical Theater-100600	1		1		1

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards *http://datamart.cccco.edu/Outcomes/Program_Awards.aspx*

Transfer: Disaggregated Data

Transfer is based on the number of students who transferred to a 4-year institution in an academic year. The institution-set standard for transfer for the most recent year is 505 transfers; the College's current performance level is 575, which meets the standard.

Table V-A. Transfers by Segment

	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers	**544**	**579**	**476**	**565**	**575**
Segment					
California State University (CSU)	257	272	204	295	313
University of California (UC)	81	81	83	68	59
In-State Private (ISP)	55	73	55	53	58
Out-of-State (OOS)	151	153	134	149	145

Source: CSU: CSU Analytic Studies http://www.calstate.edu/as/CCCT/2014-15/index.shtml; UC: UC Information Center Data Warehouse http://universityofcalifornia.edu/infocenter/transfers-major; ISP & OOS: Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Student Transfer Volume to ISP/OOS

Table V-B. Transfers to CSU by Discipline

This table shows transfers to CSU, by discipline. The discipline is the CSU concentration name. CSU concentration names are based on the Classification of Instructional Programs (CIP) codes, a federal taxonomic scheme; some CSU concentrations include more than more CIP code.

	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers to CSU	**257**	**272**	**204**	**295**	**313**
Discipline					
Agriculture	2	5	4	10	2
Architecture			1	2	
Area Studies	1		1	1	
Biological Sciences	3	5	4	13	9
Business-Management	52	49	49	70	68
Communications	14	10	10	15	15
Education	14	24	14	23	28
Engineering	10	8	5	7	8
Fine and Applied Arts	12	16	8	19	20
Foreign Languages	3	10	3	2	4
Health Professions	8	9	8	9	6
Home Economics	1	2	3	6	5
Information Sciences	7	9	7	7	13
Interdisciplinary	12	21	15	10	17
Letters	23	16	13	15	21
Mathematics	7	3	5	4	8
Physical Science	4	2	1	3	2
Psychology	32	35	20	31	34
Public Affairs	15	12	11	19	24
Social Sciences	33	32	21	27	25
Undeclared	4	4	1	2	4

Source: CSU Analytic Studies http://www.calstate.edu/as/CCCT/2014-15/index.shtml

Table V-C. Transfers to UC by Discipline

This table shows transfers to UC, by discipline. UC discipline names are based on the Classification of Instructional Programs (CIP) codes, a federal taxonomic scheme; some UC disciplines include more than more CIP code. UC programs that are unrelated to majors are not included in the table.

Table V-C. Transfers to UC by Discipline

	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers to UC	**81**	**81**	**83**	**68**	**59**
Discipline					
AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	1	3	1		
AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	1	1	2		1
BIOLOGICAL AND BIOMEDICAL SCIENCES	13	8	10	8	15
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	3	2	1	1	1
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	2	3			2
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	1	1	4	1	2
ENGINEERING	6	6	4	8	8
ENGLISH LANGUAGE AND LITERATURE/LETTERS	2	4	7	1	1
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES			1		
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	6	3	3	4	2
HEALTH PROFESSIONS AND RELATED PROGRAMS				2	
HISTORY	4	3	3		2
LEGAL PROFESSIONS AND STUDIES			1		
LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES					1
MATHEMATICS AND STATISTICS	1	1	7	7	
MULTI/INTERDISCIPLINARY STUDIES	2	1	5	4	1
NATURAL RESOURCES AND CONSERVATION	6	1			3
PHILOSOPHY AND RELIGIOUS STUDIES		1	2	1	
PHYSICAL SCIENCES	1	3	3	4	1
PSYCHOLOGY	7	7	8	5	5
SOCIAL SCIENCES	19	22	17	17	10
VISUAL AND PERFORMING ARTS	5	9	5	3	2

Source: UC Information Center Data Warehouse *http://universityofcalifornia.edu/infocenter/transfers-major*

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Organization of the Self-Evaluation Process

Monterey Peninsula College began planning for its self-evaluation in fall 2013, by selecting two Self-Evaluation Co-chairs and establishing an Accreditation Steering Committee comprised of the faculty, staff, administrators/managers, and student on the existing SLO Committee. The Committee was expanded to include additional managers from Student Services and Administrative Services. The Accreditation Steering Committee was initially co-chaired by the Vice President, Academic Affairs (at that time, the Accreditation Liaison Officer) and the Faculty Coordinator of Accreditation. When that Vice President, Academic Affairs left the College in summer 2014, the Superintendent/President named the Faculty Coordinator as the Accreditation Liaison Officer (ALO) to provide continuity for the self-evaluation process during the transition between administrative personnel. The Interim Vice President, Academic Affairs and an Academic Affairs dean served on the steering committee to ensure appropriate coverage of instructional topics.

The Accreditation Steering Committee established five writing teams were developed – one for the four individual Standards, and one for the introductory content. Writing teams included a mix of faculty, administrators, and classified staff, as appropriate; a member of the Governing Board also served as a co-writer for Standard IV. Within those parameters, the writing teams for each of the four main Standards consisted of a representative from the Steering Committee, a representative from the Administration, and a lead writer for each of the sub-sections within the main standard (e.g., a lead writer for IA, a lead writer for IB, etc.). Roles and responsibilities of the team members were defined as follows:

- **Steering Committee Representative (aka, "Standards Chairs"):** works with the lead writers of the sections within their standard, oversees the direction of the drafts, does first-line editing of sub-section drafts as they are completed, and communicates information from the Steering Committee that would affect the draft-writing process.
- **Administration Representative**: represents team concerns, interests, or resource requests within the administration.
- **Lead writer(s):** responsible for preparing the first draft of writing of his/her sub-section and for incorporating feedback from the Steering Committee into the second draft.

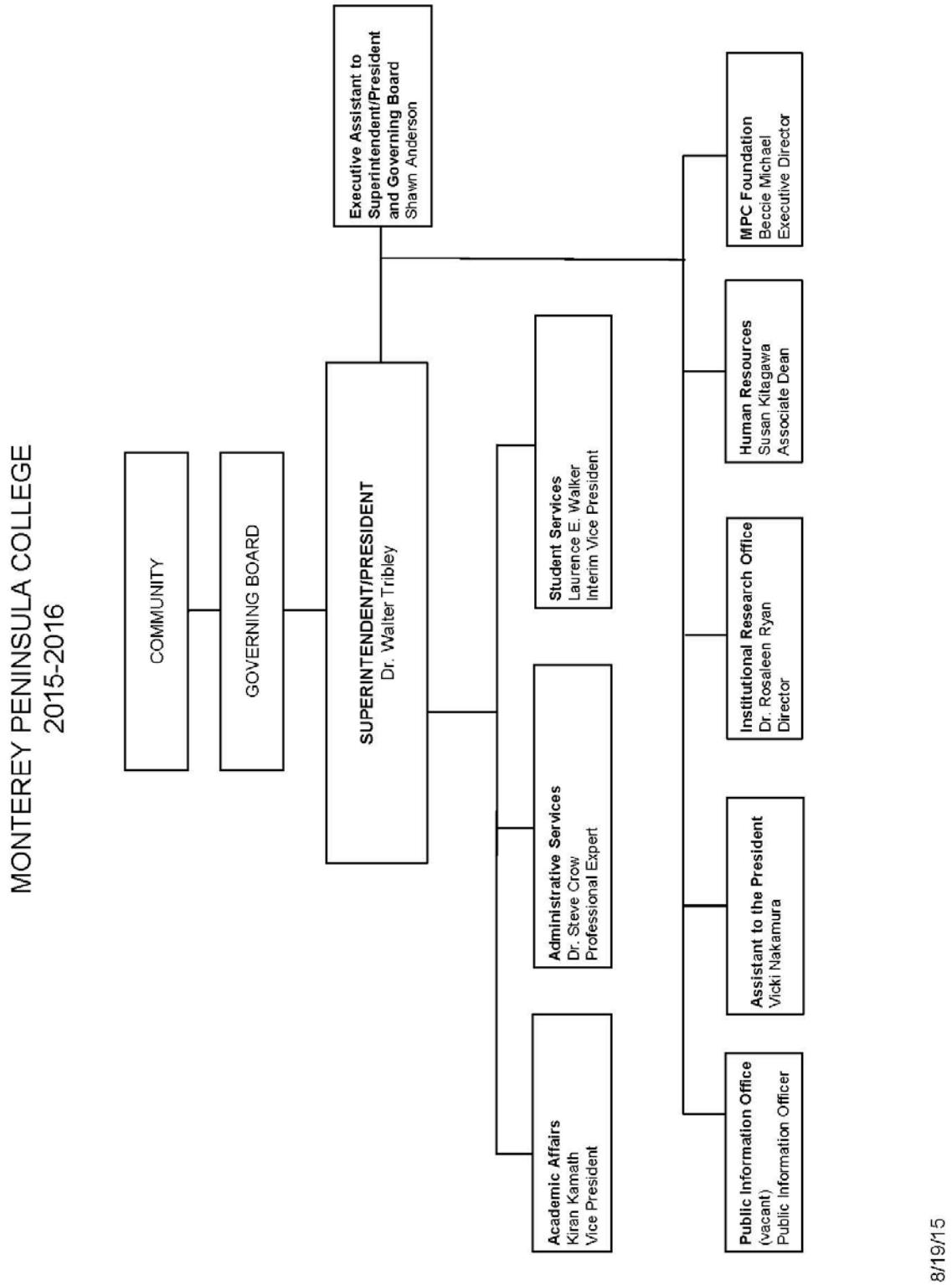
In addition, each writing team included a group of "area experts" to serve as information resources. Area experts helped to identify and prepare key pieces of evidence to support the narrative of the sub-section through interviews and occasionally through preparation of content (at the discretion of the lead writer and team Standard Chair). Since there is some overlap in the areas addressed by the Standards, some area experts provided information for more than one team.

Standards Chairs organized the work within each of their standards as appropriate in order to meet writing deadlines. Throughout the process, the main Steering Committee met at least bi-

weekly (often weekly) to check-in, address issues, review drafts, and discuss evidence. Steering Committee members also provided regular reports of progress to other constituency groups on campus, in order to keep the community informed of progress. The Chair for Standard I was the sitting Academic Senate president, which ensured Senate involvement and awareness.

The first and second internal drafts were completed during fall 2014, with the intention of preparing for a March 2016 site visit. When the College received notice that its visit would be delayed until October 2016, Standards Chairs were able to spend more time refining drafts and updating evidence. Broad findings emerging from the self-evaluation were presented to the campus at fall 2015 Flex Days. During the fall 2015 semester, the entire campus was invited to review the first public draft and provide feedback via committee meetings and through online surveys. Feedback from this draft was incorporated into the final draft in the spring 2016 semester. The final draft was presented to the Governing Board in summer 2016.

Organizational Information



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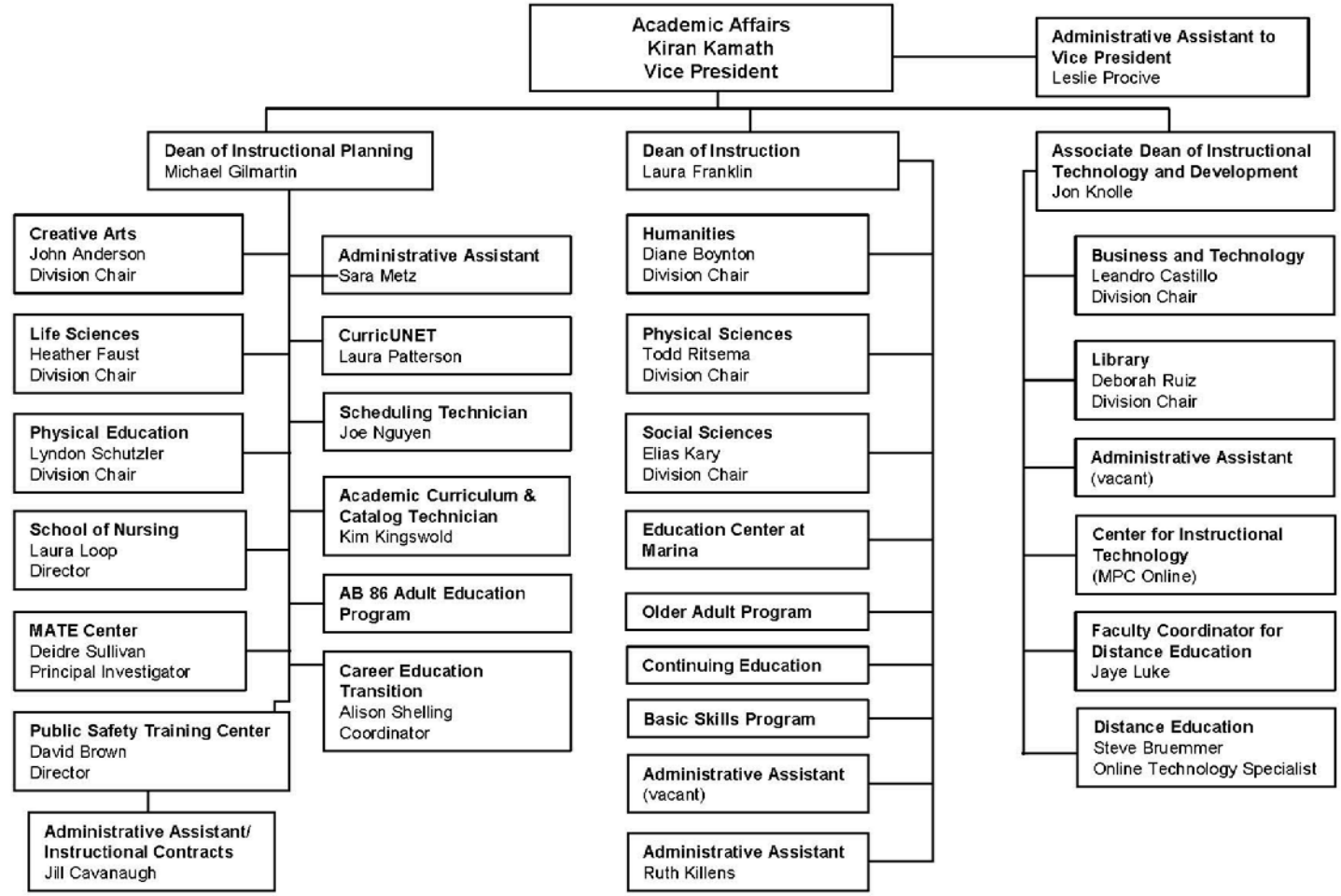

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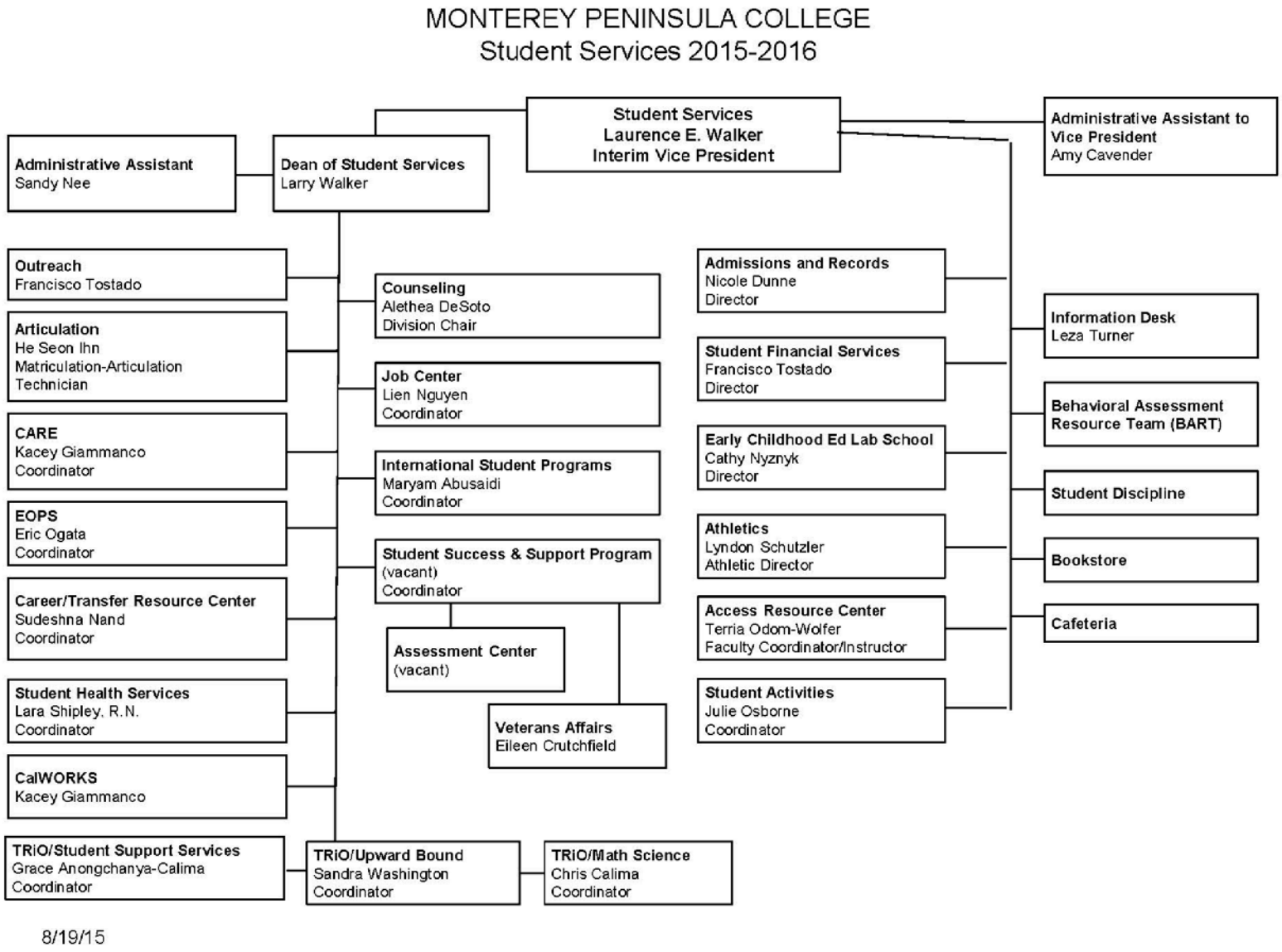
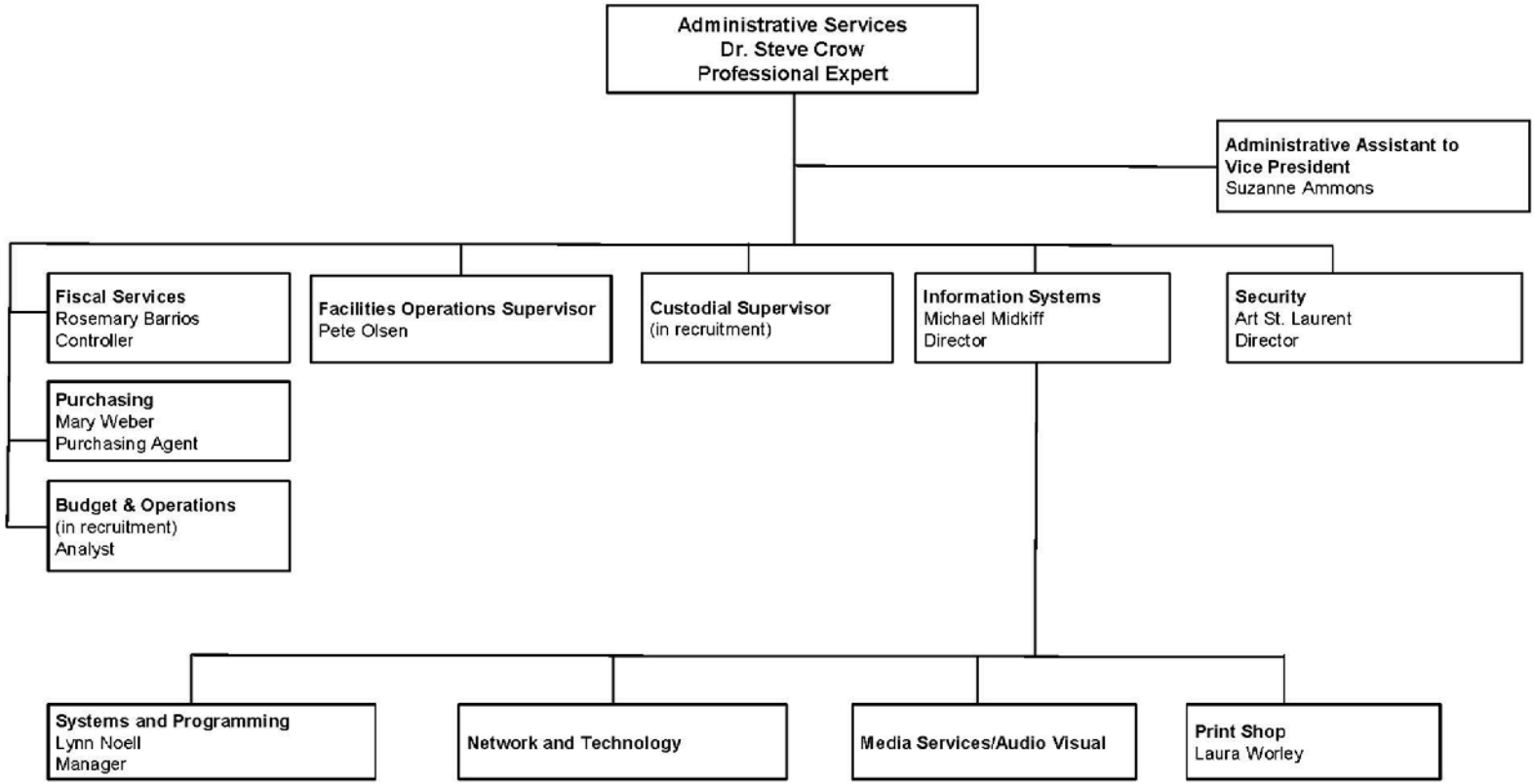

MONTEREY PENINSULA COLLEGE
Student Services 2015-2016
Student Services
Laurence E. Walker
Interim Vice President
Administrative Assistant to Vice President
Amy Cavender
Administrative Assistant
Sandy Nee
Dean of Student Services
Larry Walker
Outreach
Francisco Tostado
Articulation
He Seon Ihn
Matriculation-Articulation Technician
CARE
Kacey Giammanco
Coordinator
EOPS
Eric Ogata
Coordinator
Career/Transfer Resource Center
Sudeshna Nand
Coordinator
Student Health Services
Lara Shipley, R.N.
Coordinator
CalWORKS
Kacey Giammanco
TRiO/Student Support Services
Grace Anongchanya-Calima
Coordinator
Counseling
Alethea DeSoto
Division Chair
Job Center
Lien Nguyen
Coordinator
International Student Programs
Maryam Abusaidi
Coordinator
Student Success & Support Program
(vacant)
Coordinator
Assessment Center
(vacant)
Veterans Affairs
Eileen Crutchfield
TRiO/Upward Bound
Sandra Washington
Coordinator
TRiO/Math Science
Chris Calima
Coordinator
Admissions and Records
Nicole Dunne
Director
Student Financial Services
Francisco Tostado
Director
Early Childhood Ed Lab School
Cathy Nyznyk
Director
Athletics
Lyndon Schutzler
Athletic Director
Access Resource Center
Terria Odom-Wolfer
Faculty Coordinator/Instructor
Student Activities
Julie Osborne
Coordinator
Information Desk
Leza Turner
Behavioral Assessment Resource Team (BART)
Student Discipline
Bookstore
Cafeteria
8/19/15

MONTEREY PENINSULA COLLEGE
Administrative Services 2015-2016



8/19/15

Certification of Continued Institutional Compliance with Eligibility Requirements

ER 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Monterey Peninsula College (MPC) is authorized to operate as a degree-granting, post-secondary educational institution by the appropriate governmental organizations and agencies in the jurisdictions in which it operates, including the State of California, Board of Governors of the California Community Colleges. MPC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), a regional accrediting agency recognized by the US Department of Education and the Council for Higher Education Accreditation, and has maintained continuous accreditation since its initial accreditation.

ER 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Monterey Peninsula College is operational, serving an average of 16,800 students per year over the past three years (including students enrolled in Instructional Service Agreements for public safety training). The Office of Institutional Research collects and publishes longitudinal data on enrollment trends as needed for program planning. The College offers Career Technical and academic programs designed to prepare students to enter the workforce and/or transfer to a four-year college or university. In the 2014-2015 year, the College awarded 566 degrees and 99 certificates.

Monterey Peninsula College operates year-round, with courses offered in fall, spring, and summer semesters. Copies of the current catalog and semester schedule are available on the College website.

ER 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Monterey Peninsula College currently offers 78 degrees. The MPC Catalog lists requirements for all degrees awarded, including Associate of Arts (A.A.), Associate of Science (A.S.), and Associate Degree for Transfer (A.A.-T or A.S.-T). All degrees require a minimum of 60 units and include both a major concentration and a General Education component. Courses are scheduled so that a student enrolled full-time at the college can complete in two academic years.

In fall 2015, 88% of the courses offered at the College were degree-applicable. A significant proportion of the College's students (82%) were enrolled in these degree-applicable courses in fall 2015.

ER 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Governing Board appointed Dr. Walter Tribley as the Superintendent/President of Monterey Peninsula College in December 2012 in accordance with Board Policy 5510. The College notified the Commission of this change in executive leadership. As the Executive Officer of the Governing Board, Superintendent/President Tribley has the authority to administer Board policies and execute all decisions of the Governing Board that require administrative action. Board Policy 1050 specifies that the Superintendent/President shall perform all duties assigned to a President or Superintendent of a District outlined in California's Education Code and Title 5.

ER 5: Financial Accountability

The institution annually undergoes and makes available and external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Monterey Peninsula College undergoes an annual fiscal audits performed by external certified public accountants. Results of the audit are presented to the Governing Board in public session; these presentations include discussion of the College's response to any audit exceptions that have been identified. Audit reports are submitted to the State Chancellor's Office in accordance with requirements, and copies are available for public review in the Fiscal Services office and via the Administrative Services unit website.

The most recent program review/audit of financial aid is on file in the Office of Student Financial Services.

Certification of Continued Institutional Compliance with Commission Policies

Analysis and evidence presented throughout the Institutional Self-Evaluation Report demonstrates Monterey Peninsula College's continued compliance with all applicable Commission policies. Summarizes of specific policies are provided below.

Policy on Rights and Responsibilities of the Commission and Member Institutions

Members of the Accreditation Steering Committee made appropriate and timely efforts to solicit third-party comments in advance of the visit. The self-evaluation and preparation of the SER spanned a 2.5-year period from fall 2013 through spring 2016. Summaries of the broad findings of the self-evaluation were reported at Flex Days, at committee meetings (including Academic Senate and College Council), and departmental meetings throughout the process. The Superintendent/President and Accreditation Liaison Officer provided regular updates on the process and findings to the Governing Board in open sessions. In fall 2015, members of the Accreditation Steering Committee requested input and draft feedback on the internal draft of the SER; drafts were posted publicly, and comments were collected via Google Forms.

In July 2016, MPC posted the following statement on its Accreditation Website:

> The self-evaluation process provides an opportunity for individuals to submit third-party comments about the institution to the Accrediting Commission for Community and Junior Colleges (ACCJC). The ACCJC accepts comments related to an institution's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies at any time. Third-party comments associated with the self-evaluation review cycle must be received by the ACCJC no later than five weeks before the next scheduled Commission meeting. All comments must be submitted in writing, and must include contact information (name, address, phone number, and email) of the correspondent. ACCJC's comment form can be downloaded from its website.

MPC maintains records of correspondence with the Commission and records of its accreditation history. Recent accreditation records and correspondence with the Commission are housed on the College's accreditation website, which is accessible from the main campus website via a single click.

Policy on Institutional Degrees and Credits

As detailed in Standard II, MPC conforms to commonly accepted minimums for program length (60 semester credit hours for an associate degree). The College determines a credit hour using the Carnegie Unit, where for every one hour of lecture, the student has two hours of outside coursework/homework assigned to supplement classroom learning. Students are informed of the number of units to be awarded for each course in the College Catalog and class schedules, as well as via individual course syllabi. The academic year at MPC consists of 32 weeks of instructional time (in credit hours). Full-time students are expected to carry a minimum of 12

units (24 credit hours) per semester. MPC's definitions of instructional program, certificate, and associate degree are consistent with the definitions in the Commission policy.

Policy on Transfer of Credit

The College has developed procedures for consideration of transfer of credits. As stated in the Academic Policies section of the College Catalog, students who wish to transfer credit into MPC must submit official transcripts to the Admissions and Records Office for evaluation. To be considered for transfer, the credits must have been earned at a regionally accredited institution. Once this initial determination has been made, the Counseling Department performs Course-to-Course evaluations.

The College provides transfer policies and related information to students through the College Catalog and Career & Transfer Resource Center, as well as through individual meetings between counselors and students. MPC counselors work closely with students to develop education plans that focus on transferability of courses. Counselors provide essential information to students when they first enter MPC and require aid in assessing previous course work from other institutions. Counselors also provide information on transfer-of-credit policies to students as they prepare to transfer from MPC to another institution. When determining requirements for transfer to a University of California or California State University campus, MPC personnel and students also use resources such as the transfer patterns and the Assist.org website to see how MPC coursework may articulate to other institutions.

Policy on Distance Education and on Correspondence Education

All courses at Monterey Peninsula College, including those offered via distance education modalities, are developed, implemented, and evaluated in a manner that is consistent with the educational mission of the institution.

The College's faculty-driven Curriculum Advisory Committee approves all courses, including those offered through Distance Education modalities. All courses must follow the official, college-approved Course Outline of Record (COR). Every course includes Student Learning Outcomes (SLOs), which must be followed regardless of an individual course section's location or method of delivery. Faculty, regardless of location or method of delivery, are involved in ongoing development and assessment of SLOs.

The College provides the Commission with intent to offer programs in which 50% or more of the courses can be completed via Distance Education, as is evidenced by Substantive Change Proposals approved by the Commission in 2010, 2013, and 2016/

The College has a process to establish that the student who registers for a distance education course is the same student who participates in, completes, and receives academic credit for that course. Specifically, the College meets this requirement by requiring students to use a secure,

unique log-in and password to access their course. This secure login gives individual students access to their own information only, and keeps it secure from others (internally and externally).

Policy on Representation of Accredited Status

The accredited status of Monterey Peninsula College is accurately represented in the College Catalog (page 2) and on the College website. Both the College Catalog and the website include the names of all agencies that accredit, approve, or license the College and its individual programs.

The College's accreditation website can be accessed from the main website in one click, either from the "About MPC" menu, or via the quick links in the site header. The accreditation website includes a statement of the College's accredited status along with the name and links to contact information on each agency's website. The accreditation website also provides public access to accreditation-related reports, documents, data, and supporting evidence.

Policy on Student and Public Complaints against Institutions

MPC clearly communicates the procedures for student grievances and complaints in the College Catalog (in the Student Information section) and via the College website ("Student Complaint and Grievance Procedures," in the Student Services section). The College also publishes a Notice of Nondiscrimination in the College Catalog and on the website. The College adheres to these procedures.

Contact information for agencies that accredit, approve, and/or license the College and its programs is provided on the Accreditation webpage, in the event that a student or member of the public wishes to file a complaint with one of these entities.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Official publications and promotional literature, including the College Catalog, Schedule of Classes, and College website, are readily available to the public. These publications contain clear, accurate, current information as related to the categories of information detailed in this policy. Current and past editions of the College Catalog are posted on the College website. The accredited status of the institution is accurately represented in the College Catalog and on the website.

Activities related to student recruitment and admissions comply with this policy. Outreach and recruitment activities are coordinated through the office of the Vice President of Student Services. These activities are carried out by trained College employees.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Monterey Peninsula College has contractual arrangements with non-regionally accredited organizations as part of its Contract and Community Education program. These organizations do not award units or financial aid.

Policy on Institutional Compliance with Title IV

The Student Financial Services Office (also known as Financial Aid) operates in compliance with Title IV and keeps loan default rates at an acceptably low level. The College's most recent official student loan default rate (3-year official FY2012) is 21.4%; this was a decrease from the previous rate of 23.3 (FY2011). Student Financial Services educates students about responsible borrowing early in the process to reduce the risk of default and fraud.

Standard IA: Mission

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of tis educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

- The College mission statement describes the College's broad educational purposes, intended student population, and types of degrees and credentials offered. The mission statement also indicates an institutional commitment to student learning and achievement [IA1.1 – IA1.3, IA1.6].
- In 2014, the College revised the mission statement to include explicit references to both student learning and student achievement. As a result, the College can more easily link student learning and achievement data to ongoing evaluations of the degree to which it fulfills its mission and achieves its institutional goals [IA1.5]

Analysis and Evaluation

The mission statement of Monterey Peninsula College (MPC) reads:

> *Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.*

Broad Educational Purposes

This mission statement describes the broad educational purposes of the institution: fostering student learning and achievement for students pursuing transfer, career training, basic skills, and lifelong-learning goals [IA1.1]. MPC's educational purposes are appropriate to an institution of higher learning generally; specifically, the mission statement reflects the primary purposes of

California Community Colleges stated in Education Code, which includes lower-division academic and vocational instruction for both younger and older students, providing remedial instruction, and advancing economic growth and support for work force improvement. Monterey Peninsula College's mission statement addresses academic and vocational instruction, economic growth, and remedial education by directly referencing the provision of programs and services in support of students pursuing goals related to transfer, career training, and basic skills.

Intended Student Population

The mission statement explicitly identifies MPC's intended student populations by their potential educational goals (e.g., transfer, career, basic skills, and lifelong learning). In order to understand its intended student population and ensure that the mission meets the needs of the local community, the College regularly examines trends in demographics and enrollments, as well as census and labor market data (see SER Introduction).

Analysis of these data helps to promote consistent understanding of the institution's intended students and drive decision-making in support of the mission. For example, during a recent examination of demographic data the College determined that the northern edge of the District, around the vicinity of the Education Center at Marina, has the highest need for educational services [IA1.2]. As a result, the institution has focused its access and success efforts in a way that provides additional support for the intended student population from this geographic area [IA1.3, p. 2].

Degrees and Other Credentials

The mission statement states that MPC provides high quality instructional programs to support students as they pursue transfer, career training, and skills development goals. Although the mission statement does not explicitly refer to degrees or other credentials, it does describe broad categories of instructional programs—transfer and career training—that lead to degrees and certificates. The College Catalog outlines the intended outcomes of each of these three broad categories of instructional program, including degrees, certificates, and/or licensure or certification in a career-specific field [IA1.4, p. 50].

Commitment to Student Learning and Student Achievement

The mission statement begins with an explicit expression of the College's commitment to student learning and achievement for all students, regardless of their background or prior educational preparation. The emphasis on student learning and achievement intentionally reflects the priority of the institution: students and student needs.

The wording of the mission statement also enables the College to evaluate mission fulfillment in terms of student learning and student achievement. In the context of institutional evaluation, both "student learning" and "student achievement" are measurable. By creating a measurable

mission statement in its last review cycle, the College created a stronger connection between the institution's mission and its data related to student learning and achievement. As a result, institutional student learning and achievement data are more easily incorporated into the College's ongoing evaluations of the degree to which it meets its mission and achieves its institutional goals [IA1.5, see Item 4].

Institutional Awareness of Mission

To gauge broad, institutional awareness of the mission statement, the College includes questions related to the mission statement in the Faculty and Staff Accreditation Survey, administered during each accreditation cycle as the institution begins to draft its Self-Evaluation Report. In the 2014 Faculty and Staff Accreditation Survey, ninety-six percent of employees reported that they understand the mission of the College as reflected in its mission statement [IA1.6]. Seventy-five percent agreed with the statement, "I believe MPC's mission statement is appropriate for the students in our service area." In contrast, in the 2008 Faculty and Staff Accreditation Survey, ninety-one percent of employees agreed that the mission statement was appropriate for its students.

In part, this decrease may have to do with changing student demographics over the past accreditation cycle. Since 2008, the population of students pursuing lifelong learning as their educational goal has decreased (see Figure 1). In large part, the change resulted from state repeatability restrictions and their effect on curriculum, particularly in the areas of physical education and creative arts.

Fig. 1: Changes in Lifelong Learning Population, 2008-2014

	2008	2014
Number of students identifying Lifelong-learning as primary goal on admissions application	5,891	1,291
Percentage of Total Student Population	39%	14%

Source: Office of Institutional Research (OIR), MIS Referential files

The shift in student population has prompted robust dialogue on campus on how best to identify and continue to meet the needs of students in search of life-long learning opportunities.

Conclusion: Monterey Peninsula College meets Standard I.A.1.

Evidence Cited

IA1.1 Monterey College Mission Statement
IA1.2 OIR Presentation: Access to MPC
IA1.3 Institutional Goals, Objective 1.4, p. 2
IA1.4 2015-2016 College Catalog, p. 50
IA1.5 College Council Minutes, 3/25/13, Item 4
IA1.6 2014 Faculty and Staff Accreditation Survey

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

MPC assesses institutional effectiveness by evaluating how well it accomplishes its mission through the following mechanisms:

- Institutional goals and objectives [IA2.1]
- Program review [IA2.2-5]
- Student achievement data [IA2.6-7]

To ensure that the mission directs institutional priorities, each of these mechanisms uses institutional data to evaluate the College's progress and needs in relation to its stated mission [IA2.1- 8].

Analysis and Evaluation

The College has intentionally linked institutional goals and objectives to its mission in order to ensure that the mission directs institutional priorities. Specifically, MPC's institutional goals and objectives outline the steps the College plans to take in order to accomplish the mission. Each institutional goal is operationalized through a set of measurable objectives that are specific and short-term. As the College evaluates progress towards each goal and its supporting objectives, it evaluates progress toward the institutional mission, as well [IA2.1].

The College also evaluates accomplishment of mission through the Program Review process. Every academic division and service area completes a comprehensive program review on a six-year cycle. As part of the process, each division or area explicitly identifies how it supports the College mission [IA2.2, IA2.3, IA2.4; examples in IA2.5a, p.2; IA2.5b, p. 5; IA2.5c; IA2.5d]. In subsequent sections of the Program Review, departments reflect on relevant institutional data (e.g., program enrollment and demographics, student success data, etc.) as part of the overall evaluation of their program or service and the degree to which it supports the College mission. Program Review is discussed in detail in Standards I.B.5 and II.A.16.

Monterey Peninsula College considers student achievement data as an important indicator of how well it accomplishes its mission. As discussed in the Introduction, the College examines several student achievement datasets regularly, including institution-set standards for student achievement and the Student Success Scorecard.

As discussed in the Introduction, the institution-set standards measure overall college performance in the areas of course completion, persistence, degree and certificate completion,

and transfer; these areas represent three of the broad educational purposes identified in the mission statement (see also Standard I.B.3).

The College also uses student achievement data from the Student Success Scorecard to evaluate the accomplishment of its mission. Similar to the institution-set standards, the Student Success Scorecard presents data related to college performance in the areas of progress in remedial (basic skills) education, completion of degrees and certificates, transfer, and transfer-prepared status – areas defined as educational purposes in the College's mission statement.

The College reviews and analyzes the Student Success report and engages in dialog with the Board of Trustees about what the data reveal. The Office of Institutional Research uses the Student Success Scorecard as a focal point for monthly reports to the Governing Board on topics related to student success, access, and achievement [IA2.6]. For example, in August 2015 the monthly student success report focused on achievement data for career technical students, one of the student populations identified in the College mission. The monthly reports in October and November 2013 focused on achievement data for basic skills students, another population identified in the College mission [IA2.7a, IA2.7b, IA2.7c].

Through this focus on data, the College mission directs institutional priorities in meeting the educational needs of students. Mission-driven, data-informed dialogue occurs within evaluation of institutional goals and objectives, within program review, and in operational processes throughout the institution. For example, during the annual faculty prioritization process, departments describe how the requested position supports the mission [IA2.8].

Conclusion: Monterey Peninsula College meets Standard I.A.2.

Evidence Cited

IA2.1 Institutional Action Plan
IA2.2 Program Review Template: Academic Affairs
IA2.3 Program Review Template: Administrative Services
IA2.4 Program Review Template: Student Services
IA2.5 Selected Program Review examples, Mission Evaluation
- a. Biology (see p. 2)
- b. Nursing (see p. 5)
- c. Dance
- d. Chemistry

IA2.6 OIR Student Success Reporting Calendars, 13/14 – 15/16
IA2.7 Sample Student Success Scorecard Presentations
- a. Aug 2015
- b. Oct 2013
- c. Nov. 2013 (Prezi)

IA2.8 Faculty Position Request Form

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

- The College's program review process requires participants to document the mission of their program, service, or unit, and explicitly identify how it supports and/or reflects the mission of the College [IA3.1 – IA3.4].
- Curriculum development processes include confirmation that programs and courses align with the College mission [IA3.5].
- The institution has established mission-driven Goals and objectives linked to decision-making, planning, and resource allocation, as well as to student learning and achievement [IA3.7 – IA3.8].
- The mission informs discussions of resource allocation, student learning, and student achievement at the institutional and program-level [IA3.9 – IA3.11].

Analysis and Evaluation

Aligning Programs and Services with the Mission

As noted in Standard I.A.2, the College's program review process requires participants to document the mission of their program, service, or unit, and explicitly identify how it supports and/or reflects the mission of the College [IA3.1, IA3.2, IA3.3]. For example, during its most recent program review, Business department personnel noted that they support students' goals of "transfer, work, and growth into leadership roles," aligning almost verbatim with the College mission statement. Furthermore, they noted that by "directly educating the local workforce with skills to improve business performance," the department has a direct impact on the vitality of the local economy, directly supporting the goals and priorities identified in the mission statement [IA3.4a, p. 2]. Programs and services in the Student Services area address their alignment with the College mission through program review, as well. For example, the mission of the Student Activities program speaks to student success, and it recognizes the educational goals of students [IA3.4b].

The curriculum development and review process also ensures that all academic programs and courses align with the College mission [IA3.5]. New or revised courses must address one of the broad educational purposes identified in the mission. In addition, all courses must identify student learning outcomes and course objectives that specify the skills and/or knowledge that students will be able to demonstrate upon completion of the course. The faculty member who submits a course provides initial assurance that the course is an appropriate fit for the institution and its mission, based on their discipline and program expertise. As the course proposal continues through the curriculum approval process, it receives further review by the division chair, the dean for the division, the Vice President of Academic Affairs, and the Curriculum

Advisory committee. Multiple levels of review provide several opportunities to confirm that the course or program aligns with the College mission.

The Mission: Informing Institutional Goals for Student Learning and Achievement

The College mission is the key component in the multi-year planning process, and guides the development of the institutional goals. In the most recent goal-setting process, the mission statement directly informed the development of each of the four new goals [IA3.6, p. 2]. As a result, the institutional goals clearly and directly support the mission and its focus on student learning and achievement [IA3.7]. For example, the first institutional goal, "help students achieve their educational goals," speaks directly to student learning and achievement. Similarly, the fourth institutional goal, "establish and maintain effective infrastructure to promote student learning and achievement," acknowledges the role of administrative areas in supporting student learning and achievement.

The Mission: Guiding Institutional Decision-Making, Planning, and Resource Allocation

The College's mission statement guides planning and decision-making implicitly and explicitly both at the institutional level and within individual programs and service areas.

During the 2013-2014 year, the institution engaged in discussions about how to address the College's budget deficit. The College Council created a number of criteria for decision-making, including one implicitly tied to the mission statement and its emphasis on student access or success [IA3.8a, see item #2d, page 2]; the institutional commitment to the mission was evident throughout the discussion in the priority placed on student learning and success. In other related discussions of the budget, College personnel explicitly referenced the mission as a guiding principle for decision-making [IA3.8b, see discussion in item IV.A, page 7-8]. For example, after the institution-wide discussion about the deficit, the College restructured the Child Development Center from a childcare center to a laboratory school that supports students in the Early Childhood Education program. Not only did this change allow for better cost efficiency, it also allowed for better alignment with the core mission of the institution and strong support of students.

The mission statement has also guided decision-making and resource allocation at the program and service level. For example, one of the Institutional Committee on Distance Education's 2013-2014 goals was to expand online program and course offerings to meet the needs of students seeking general education, transfer, and degree-seeking completion pathways. Another DE-related goal supports the mission's emphasis on student learning and achievement, by aiming to increase completion and success within online courses [IA3.9, page 13-14]. The College allocated resources to address these distance education goals, including the expansion of an Online Instructional Technology Specialist position from 50% to full-time.

The mission statement guides decision-making and resource allocation in student support areas, as well. In particular, the mission drives planning and decision-making related to the Student Equity Plan [IA3.10] and Student Support and Success Program (3SP) plan [IA3.11]. As the College sets goals for each of these plans, it aligns its goals with the mission's directive to foster student success and achievement within its diverse community. Goals set for these plans focus on program improvements, and support students (including basic skills students) as they work to meet their goals. In recognition of the importance of these plans to the mission, the College allocated resources to hire a Director of Student Success and Equity in fall 2015 to coordinate activities related to student success and completion outlined in these plans.

Results of the 2014 Faculty and Staff Accreditation Survey provide further evidence that the mission guides institutional decision-making, planning, and resource allocation. Seventy-five percent of survey respondents agreed with the statement, "In my experience, the mission statement provides guidance for institutional planning and decision-making at the College" [IA3.12]. However, in 2008 eighty-three percent of employees agreed that the mission statement guides planning and decision-making at MPC. As noted in Standard I.A.1, the population of students with a stated lifelong learning goal has decreased; lifelong-learning remains one of the educational purposes addressed in the mission statement. This decrease in the number and percentage of lifelong learners at Monterey Peninsula College is a result of the College's shift in curriculum to reflect changes in State priorities. College employees in 2014 may perceive the mission statement guides planning and decision-making to a lesser degree, due to the greater influence of State priorities.

Conclusion: Monterey Peninsula College meets Standard I.A.3.

Evidence Cited

IA3.1 Program Review Template: Academic Affairs
IA3.2 Program Review Template: Administrative Services
IA3.3 Program Review Template: Student Services
IA3.4 Sample Program Mission Alignment
  a. Business Department Program Review, p. 2
  b. Student Activities
IA3.5 Curriculum Development Guide
IA3.6 College Council Minutes, 4/22/14 (p. 2)
IA3.7 Institutional Goals and Objectives
IA3.8 Mission and Resource Allocation Discussions
  a. College Council minutes, 9/24/13, item 2d
  b. Academic Senate minutes, 2/6/14, Item IVA (p. 7-8)
IA3.9 ICDE Goals 2013-2016 (p. 13-14)
IA3.10 Student Equity Plan, 2014
IA3.11 3SP Plan, 2014
IA3.12 2014 Faculty and Staff Accreditation Survey

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

- The Monterey Peninsula College Governing Board adopted the current mission statement on October 22, 2014 [IA4.1].
- The College reviews its mission regularly as part of its integrated planning process, and makes revisions if warranted by the review [IA4.2].

Analysis and Evaluation

Until 2015, the College's process was to review (and if warranted, revise) its mission statement every three years [IA4.2a; IA4.2b, p. 3]. The last mission statement review began in spring 2014. The College Council facilitated the review process, drawing on input from the campus through the three Advisory Groups and the Academic Senate, as the institution considered the existing mission statement:

> *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.*
> *(Board adopted 2008; reaffirmed 2011)*

During the discussion, the institution determined that while the core mission of the College had not fundamentally changed since the previous review in 2011, ongoing evaluation of mission accomplishment could be streamlined by incorporating language related to student success and achievement data into the statement. After the conversation, College Council recommended that the institution adopt an updated mission statement and a new values statement in fall 2014 [IA4.3a; IA4.3b; IA4.3c], as follows:

> ***Mission Statement:***
> *Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.*
>
> ***Values Statement:***
> *To attain the mission of the College and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:*

- *Cultivate collaboration to promote student success*
- *Recruit and retain highly qualified faculty staff*
- *Provide students and staff with clean, accessible, attractive, and safe facilities*
- *Provide equipment and training sufficient to support student learning and achievement*

As noted above, the Governing Board approved the mission and values statements at its October 2014 meeting [IA4.1].

After discussion in spring and fall 2015, the College modified its mission statement review timeline from three to six years [IA4.4]. College Council made this change in order to connect the evaluation of the College's mission statement to its six-year cycle of strategic planning more intentionally, as discussed in Standard I.B.9.

Conclusion: Monterey Peninsula College meets Standard I.A.4.

Evidence Cited

IA4.1 Governing Board Minutes, 10/22/14 (see p. 11)

IA4.2 Mission Review Process (College Council Discussion)
- a. Mission Review Process Summary
- b. College Council Minutes, 11/26/13 (see item 5, p. 3)

IA4.3 College Council Mission Review Dialogue
- a. 3/25/14 (See item 4)
- b. 4/22/14 (See item 5)
- c. 9/9/14 (See item 3b)

IA4.4 Integrated Planning Process

Standard IB: Assuring Academic Quality & Institutional Effectiveness

I.B.1 The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

- The College has institutional structures in place that support sustained dialogue about institutional issues. These include the Integrated Planning Model, the Annual Planning and Resource Allocation process, program review, and the Reflections Process [IB1.1 – IB1.3, IB1.6, IB1.15; see I.B.5 for additional details about program review].
- At the department and division level, the Instructor Reflections [IB1.3 – IB1.4] and Program Reflections processes [IB1.5], as well as the program review process [IB1.6] provide framework for dialogue about student learning and achievement in specific disciplines.
- Dialogue about student equity occurs during institutional presentations [IB1.7, IB1.8], through discussion of Student Equity Plans [IB1.9], and through program review [IB1.16].
- The Institutional Committee for Distance Education establishes documents describing quality in distance education [IB1.11] and provides professional development opportunities for faculty members to learn about them [IB1.12].
- The College engages in dialogue about student achievement through frameworks including the institution-set standards [IB1.16 – IB1.17], the Student Success Scorecard [IB1.8], and the Institutional Effectiveness Partnership Initiative (IEPI) framework of indicators related to student outcomes and performance [IB1.18]. Program review prompts dialogue about student achievement at the discipline level [IB1.15].

Analysis and Evaluation

The governance structure at MPC enables and promotes dialogue throughout the institution, from individual departments and divisions, to participatory governance committees, to the Board of Trustees. The Integrated Planning Model and the Annual Planning and Resource Allocation Process provide venues for dialogue in both annual and multi-year contexts.

The College designed its Integrated Planning Model with the goal of supporting continuous improvement in student learning and achievement [IB1.1]. Each year, processes such as developing the Institutional Action Plan, updating program reviews, and reflecting on student learning outcomes result in dialogue about student learning and achievement; this dialogue informs plans to improve. When plans are resource-dependent, they are prioritized by the advisory groups and College Council as part of the Annual Planning and Resource Allocation Process [IB1.2].

The Annual Planning and Resource Allocation Process supports dialogue in each step of the process. For example, the first step involves a broad-based review of student achievement data and a summary of the results of the reflections process. Student achievement data are contextualized in frameworks such as the institution-set standards, Student Success Scorecard, student equity plans, and Institutional Effectiveness Partnership Initiative goals; details of these indicators and their disaggregation are discussed in more detail in Standard I.B.6. Faculty and others responsible for student learning outcomes analyze SLO attainment through the Reflections process at the course and program level. Results of the reflections analysis are used to inform dialogue and decision-making during the annual planning cycle and enhance programs and services for students.

Dialogue on Student Outcomes: The Reflections Process

MPC developed its reflections process as the vehicle for dialogue about improvement of student learning [IB1.3, p. 45]. Individual instructors consider and report on student attainment of SLOs within their courses using the Instructor Reflections on Student Learning process. In addition, they report on their individual plans to improve student learning in their courses, as well as any changes in student learning noticed since implementation of previous plans to improve student learning. Instructors participate in this process once per semester, with the collective goal of ensuring that the learning in each MPC course is reflected upon at least once every four semesters [IB1.4, IB1.14; more detailed information is provided in Standards I.B.2 and II.A.3]. Insights gained from the Instructor Reflections that have department-wide implications are shared through dialogue with colleagues during Program Reflections, the next step in the process.

During Program Reflections, campus personnel gather in departmental or area groups to engage in dialogue about student learning at the program level and across disciplines. The primary purpose of program reflections is to tie the results of SLO analysis to specific improvement plans and the resource allocation process. Typical results of the dialogue are the documented need for new equipment, furniture, technology, or personnel to support ongoing improvements. MPC has completed this process since the 2010-2011 academic year and archives the consolidated reports as evidence of student learning and ongoing efforts to improve [IB1.5a, IB1.5b, IB1.5c, IB1.5d, IB1.5e].

Specific plans or objectives to improve student learning and achievement at the department or division level are recorded in the Program Review Updates/Action Plan. These documents are completed once a year in the spring and list the specific needs of each department or division. Cost estimates are provided for budget-related needs. As each area of the institution engages in the Reflections and Program Review Update/Action Plan steps, discussion and analysis of the student attainment of SLOs and student achievement drives the development of plans for

continued improvement [IB1.6]. Results of this dialogue and analysis are then incorporated into the MPC Planning and Resource Allocation Process [IB1.2]

Dialogue on Student Equity

Dialogue on student equity occurs in a variety of venues and reporting mechanisms. The Office of Institutional Research (OIR) regularly presents information about student success and equity at participatory governance committees and meetings of the Governing Board. These presentations enable the College community to learn about and engage in dialogue about equity issues facing the College. For example, in fall 2014, OIR developed a two-part series of presentations related to specific equity issues. Part 1 focused on access issues, and compared MPC's intended students to its actual students [IB1.7a]. The data presented demonstrated that whereas the ethnic distribution of MPC students is similar to the ethnic distribution in the district, Latino residents in Seaside and Marina have attained a lower level of educational achievement than residents from other areas of the district. The presentations generated campus-wide dialogue and awareness of greater numbers of prospective students that could benefit from the services of MPC in the Marina and Seaside communities.

The second part of this series discussed success in the context of student equity, and compared basic skills success rates of students by ethnicity [IB1.7b]. These presentations demonstrated that ethnicities that have a sufficiently large number of enrolled students, Hispanics—especially males—consistently have among the lowest measures of student success in terms of basic skills course completion, academic progress or probation, and transfer. This presentation has generated dialogue about to engage in more effective outreach to the Latino communities in Seaside and Marina, as well as how to support this population of students more effectively. These conversations continue to inform the Student Equity Plan and its activities.

The Office of Institutional Research reports regularly on student success and achievement, both at Governing Board meetings, as well as at individual participatory governance committee meetings. The regularity of these presentations demonstrates sustained dialogue on the topics of student equity and student success. Presentations are archived on the OIR website for reference [IB1.8].

The College developed a new Student Equity Plan in 2014 [IB1.9]. The 2014 Student Equity Plan includes similar consideration of disproportionate impact described in the OIR described above presentations described above. The 2014 Student Equity Plan was presented and discussed at multiple governance committees, including the Academic Senate, the Advisory Groups, and the College Council. Wide distribution of the plans and multiple readings at participatory governance groups contributes to sustained, substantive, and collegial dialogue about student equity.

Dialogue about student equity is built into the program review process as well. The instructional program review template requires a variety of student equity information, including comparison of enrollments of students of varying ethnicity and gender between the department and the College as a whole, as well as comparing retention and success rates among ethnic, age and gender groups. Program review generates dialogue about student equity first during discussion within the division undergoing program review as the student equity information is reviewed internally, and then during presentation of the results to a wider audience at advisory group and College Council meetings.

For example, the School of Nursing 2014 program review records dialogue about student equity within the context of the specific program. In earlier program reviews, Nursing faculty recognized that male students were underrepresented in the program. The School of Nursing developed and implemented the Men in Nursing program. This grant-funded program is designed to increase the proportion of men entering the program and support their success within the program. The coordinator attends outreach events at career days and science and health classes at high schools. Anecdotally, the Men in Nursing program is well known to MPC personnel as a result of ongoing dialogue at shared governance meetings and School of Nursing events [IB1.15a, p. 14].

Dialogue on Academic Quality

MPC personnel engage in dialogue about academic quality regularly. Dialogue about academic quality includes conversations about SLO analysis, prioritization of open faculty positions, effective practices for distance education, and prioritization of instructional equipment and supplies.

Student attainment of intended student learning outcomes and efforts to improve

The Program Reflections process was specifically designed to promote dialogue around the extent to which students are meeting course or program outcomes. An example demonstrating the substantive nature of this type of dialogue is the Automotive Technology Program Reflections in fall 2014. The Auto Tech Department recognized inefficiencies in Auto Tech courses, including AUTO 100 and AUTO 102, where the "first few lab periods were very chaotic and disorganized", and "students were expected to do things that they have not been given instruction on," respectively. The document includes plans to remedy these problems to enable students to more effectively attain the SLOs and improve the academic quality of those courses [IB1.5e, p. 38].

Prioritization of faculty positions and balance of discipline expertise

Institutional academic quality depends on a balance of discipline expertise among the faculty. When openings occur, or when opportunities for new positions arise, the institution decides which positions best meet the needs of students and fulfill the mission of the College. The

Academic Affairs Advisory Group is the shared governance committee responsible for making recommendations on faculty position prioritization to the College Council. The dialogue involves the benefits to overall student learning that each proposed position would bring to the College, and is based on information about each position as documented on the Faculty Position Request Form [IB1.10]. The type of information includes such things as description of the position in MPC planning documents; requirements of external licensure, accreditation, or legal mandates; effects on FTE and FTES; recommendations from CTE advisory groups; enrollment history; and projected teaching responsibilities. Members of the Academic Affairs Advisory Group consider the presentations from division representatives, as well as information documented on the forms. Finally, they vote on their preferences. After discussion of AAAG's preferences, the prioritized positions are forwarded to College Council for consideration and then on to the Superintendent/President. Because the institution is affected by the breadth of academic disciplines represented within the full-time faculty, this annual and substantive dialogue contributes to the academic quality of MPC.

Effective practices for distance education courses

Consistent with the increasing enrollment of distance education courses, campus dialogue continues to focus on the quality of MPC distance education offerings. In 2014, as a result of this dialogue, the Institutional Committee on Distance Education and Academic Senate oversaw the development of guidelines that defined the characteristics of high quality distance education. These "*Effective Strategies for Online Teaching and Learning*" are organized into such categories as course organization and design, course syllabus, course content and materials, communication and collaboration, assessment and evaluation, and learner support resources. This document has now become the centerpiece for the institution's ongoing professional development activities related to online teaching [IB1.11]. Substantive dialogue occurred as the Academic Senate and its subcommittees discussed the nature of effective strategies for online teaching and learning and debated the nature of the material to be included in the document. Dialogue is also generated as the Institutional Committee on Distance Education uses the *Effective Practices* explicitly in assignments and lessons in the ongoing Certificate in Online Teaching and Learning (COTL) professional development series [IB1.12].

Adequate instructional equipment and supplies

Academic Quality depends on adequate equipment and supplies for students to use during their programs of study. The Academic Affairs Advisory Group prioritizes large instructional equipment and supply purchases through the action plan process. As divisions and service areas discuss areas of need during their program review updates each year, they document budget-dependent items or plans in the action plan document. Rationale for each item is also documented in order to clarify how the item helps to provide adequate learning experiences for MPC students. Once completed, each advisory group collates action plans from its respective

area. Discussion about which items are most necessary for the improvement of the learning experience ultimately leads to a prioritized list of plans or items to fund.

The action plan from English demonstrates the variety of resource allocation requests made through this process, as well as the rationale provided for the requests. For example, they request $5000/year for "professional development for English faculty members." This request fulfills both institutional goals and objectives and the English Department Program Reflections. In addition, the form documents that "with the implementation of the Integrated Reading and Writing program, we will need to train instructors who have not taught reading and who will now be teaching both reading and writing. We also need money for ongoing professional development for all faculty" [IB1.6, p. 15].

Dialogue on Institutional Effectiveness

In working towards sustained effectiveness, the College engages in dialogue to make improvements to processes and procedures in order to ensure that they work together towards the same goal. Key processes are reviewed when key committees recognize that improvement is needed. Two examples of this type of sustained dialogue over the last few years include the ways in which the institution has examined Instructor and Program Reflections, as well as planning and resource allocation in order to improve institutional effectiveness.

At the time of the last accreditation self-study, MPC had developed the concepts of Instructor Reflections and Program Reflections to assess SLOs, and was in the early stages of implementation. Instructor Reflections were developed first; in 2008, they were considered a "pilot project," and were completed as MS Word documents and then stored on the Academic Senate web site. The most important aspects of the SLO process were present in the 2008 forms, but some instructors were confused by some of the questions. There were questions about student preparedness and whether or not the instructor intended to make any pedagogical changes in the future. The return rate was low. The College collected forms for about 30 classes over the 2008-2009 academic year [IB1.13].

In 2010, MPC recognized that SLOs could not be evaluated solely in isolation by individual instructors teaching individual courses. Dialogue was needed among colleagues within departments or divisions where students were taking similar courses in order to determine at department and division levels what strategies and plans were needed to improve student learning. In response to the recognized need for more substantive dialogue at the department/division level, MPC implemented the Program Reflections. The Program Reflections was intended as the link between observations about student learning in the classroom or outcomes of service areas within the Student Services area, and specific action plans or resource allocation requests as implemented through the Program Review process [see IB1.5a-e, IB1.6].

In 2013, the format for the Instructor Reflections was revised. Dialogue resulted in improving the forms by shortening and clarifying the questions to support sustained reflection and improvement. For example, instructors are no longer asked "Do you intend to make any" changes; instead, they are asked, "How do you plan to use the evaluation results to improve student learning [IB1.14]?"

In 2015, the institution embarked on a long series of conversations about the effectiveness of the connections between the reflections process, the Program Review annual updates and action plans, and the Planning and Resource Allocation Process. It was evident that the first two of these processes worked well enough on their own, and that substantive and productive dialogue took place as College personnel participated in them. However, by design, planning and resource allocation depends on the results of the dialogue within the reflections and program review processes. With reflections and program reviews documented in individual Word or PDF files, the College has found it increasingly cumbersome to retrieve information and make the connections between the processes. Through the participatory governance process, College committees engaged in dialogue about these issues and eventually endorsed the purchase of TracDat, an institutional performance management system that will be used to support the reflections and program review processes. The College anticipates that TracDat will improve access to and management of student learning and achievement data, leading to more effective use of these data in planning and resource allocation.

Continuous Improvement of Student Achievement

MPC engages in dialogue about student achievement at the course and program level, as well as at the institutional level, through discussion in participatory governance committees and processes. Within individual departments and divisions, student achievement information comprises a significant portion of the Program Review process. During the Program Review conducted every six years, each program considers student achievement data disaggregated by gender and race, and discusses these data in the context of the College averages for each indicator. This process is illustrated by the recent Economics and Anthropology program reviews, in which program faculty considered retention and success rates [IB1.15b, p. 11; IB1.15c, p. 12] These responses demonstrate that the program review process prompts dialogue and potential changes in practice within a department as a result of examining student achievement indicators.

Dialogue about student achievement at the College-wide level is accomplished at meetings of governance committees and the Board of Trustees. The framework under which student achievement data is discussed includes the Student Success Scorecard, the institution-set standards, the framework of indicators associated with the Institutional Effectiveness Partnership Initiative, Basic Skills reports, and Student Equity Plans [IB1.7a, IB1.7b, IB1.8, IB1.9, IB1.16, IB1.17, IB1.18]. Each of these reports or plans includes achievement indicators such as

completion, retention, success, and transfer. The ultimate goal of these conversations is always to ensure that all MPC students, whether they have differing ethnicity, age, gender, academic preparation, or educational goals, all receive appropriate support and equitable opportunities to pursue their educational goals.

Dialogue – Analysis of Faculty and Staff Surveys

In both 2008 and 2014, the College conducted a campus survey as part of its self-evaluation process. The survey asked MPC personnel to respond to the statement, "I am aware of an ongoing and broad-based dialogue about student learning at MPC." Of those that expressed an opinion, the results were similar between the two surveys; those that "somewhat agree" or "strongly agree" ranged from 89% in 2008 to 91% in 2014. Of all respondents, those that "don't know" or responded with "not applicable" ranged from 6% in 2008 to 7% in 2014 [IB1.19, IB1.20].

Conclusion: Monterey Peninsula College meets Standard I.B.1. The College anticipates that the implementation of TracDat (see QFE Action Project #2) will increase effectiveness of sustained dialogue on campus by making student learning and achievement data more readily accessible.

Evidence Cited:

IB1.1 MPC Integrated Planning Model
IB1.2 Annual Planning and Resource Allocation Process
IB1.3 2015-2016 Faculty Handbook: Reflections Process (see p. 45-58)
IB1.4 Instructor Reflections Website
IB1.5 Program Reflections Compilations, 2010-2015
  a. 2010-2011
  b. 2011-2012
  c. 2012-2013
  d. 2013-2014
  e. 2014-2015
IB1.6 Program Review Annual Updates and Action Plans, 2014-2015
IB1.7 OIR Student Equity Presentation Series
  a. Access, Sept. 2014 (Prezi)
  b. Success, Nov. 2014(Prezi)
IB1.8 OIR Website
IB1.9 2014 Student Equity Plan
IB1.10 Faculty Position Request Form
IB1.11 Effective Strategies for Online Teaching and Learning
IB1.12 MPC Online Professional Development Opportunities (Fall 2015 sample)
IB1.13 Instructor Reflections Pilot Project, 2009
IB1.14 Instructor Reflections Form
IB1.15 Program Review Examples
  a. Nursing
  b. Economics
  c. Anthropology
IB1.16 OIR Presentation on Institution-Set Standards, Spring 2015

IB1.17 Institution-set Standards Documentation
IB1.18 OIR Presentation on IEPI Goals, Spring 2015
IB1.19 2008 Faculty and Staff Accreditation Survey
IB1.20 2014 Faculty and Staff Accreditation Survey

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

- The College has established SLOs for all of its courses, programs, student services, and learning support services [IB2.1, IB2.2, IB2.7, IB2.9, IB2.11].
- The College assesses learning outcomes using its Reflections processes: Instructor Reflections for assessment of course learning outcomes, and Program Reflections for assessment of program-level and service area outcomes [IB2.3 – IB2.6].
- Assessment of SLOs has led to pedagogical changes, curricular changes, and structural changes within the College [IB2.5, IB2.13 – 1B2.15].

Analysis and Evaluation

Course-level Student Learning Outcomes – Definition and Assessment

Discipline faculty define course-level SLOs as part of the curriculum development process [IB2.1, p. 45-58]. Considerations for SLO development include the course's intended students, the course's place within any sequences of courses within the curriculum, and the course objectives used to articulate courses with UC and CSU. For CTE courses, course SLOs also reflect industry standards, required competencies, and Advisory Board input (see Standard II.A.14). The College stores Course SLOs in CurricUNET, the curriculum storage system. Faculty include course-level SLOs on all syllabi [IB2.2, p.32].

To assess course SLOs, MPC uses a locally developed framework for learning outcome assessment referred to as Instructor Reflections. The Instructor Reflections process gives individual instructors flexibility regarding the methods they use to assess student learning, allows for a mixture of quantitative and qualitative results, and facilitates the ongoing use of assessment results to make improvements. Instructors complete the assessment by responding to the following questions about course SLOs [IB2.3]:

- What were the results of previous plans to improve student learning?
- What are the assessment methods for the SLOs?
- Brief summary of assessment results (please quantify when possible)
- How do you plan to use the assessment results to improve student learning?

Together, these four questions engage instructors in a "complete loop" of assessment, prompting them to link results of previous improvement efforts to current assessment results. The next time

they assess the course, instructors report on the outcomes of their plans for improvement to continue the cycle.

One indication of the effectiveness of the Instructor Reflections process comes from the narrative comments on the Instructor Reflections forms, which document efforts to improve students' attainment of learning outcomes (these may be viewed by logging in to the Instructor Reflections website). In general, instructors use the Instructor Reflections form to report course-level issues and devise plans to improve student learning in their courses. One example, from a biology instructor, shows efforts over multiple semesters to improve exam and project scores used to assess the course SLOs [IB2.5, example 1].

In order to attain SLOs, students need a high level of engagement throughout the semester. As instructors assess students' attainment of course learning outcomes and reflect on the results, they often find opportunities to alter the presentation or structure of course content and activities in order to increase overall student engagement, thereby improving attainment for all of the SLOs in the course [IB2.5, examples 2 and 3]. The process also allows instructors to see consistent increases in SLO attainment as they adjust instructional techniques [IB2.5, example 4].

MPC offered approximately 550 courses in each of the five semesters from fall 2013 to fall 2015; approximately 850 individual courses were offered during this five-semester period. As of spring 2016, SLOs for approximately 625 (73%) of these courses had been evaluated at least once in the four-semester period. Approximately 275 courses were offered in all five semesters of the five-semester period between fall 2013 and fall 2015. As of spring 2016, SLOs for 243 of these core courses (roughly 89%) had been assessed during the four-semester period [IB2.6].

In summary, MPC's framework for documenting assessment of course-level SLOs through its Instructor Reflections process has produced positive results. Many instructors use this process effectively to assess the quality of their courses by documenting their reflections on assessments of student learning, plans for improving student learning, and changes in student learning over time. MPC could improve the effectiveness of this process include raising the percentage of courses for which SLOs have been evaluated, and improving the quality of the responses so that a higher number of instructors focus on specific SLOs rather than end-of-term grades as a representation of attainment of all course-level SLOs (See Actionable Improvement Plan, below).

Program-level Student Learning Outcomes and Service Area Outcomes – Definition and Assessment

MPC currently uses different strategies to define program-level outcomes for its CTE and transfer programs. Each CTE program has a set of unique, discipline-specific program-level

outcomes [IB2.7, see program descriptions]. For the transfer programs, MPC has defined General Education Outcomes (GEOs) to serve as the program-level outcomes. GEOs describe the skills and abilities that students gain as they fulfill the General Education (GE) requirements associated with each transfer program. In this sense, MPC has considered all of the transfer programs collectively, as a single transfer program. The outcomes for this transfer program are the GEOs. Each GEO describes the skills and abilities gained in each of the GE areas, i.e., Humanities, Social Sciences, Natural Sciences, etc. [IB2.8, p. 53]. The GEOs are listed in the College Catalog for student reference [IB2.9, p. 55].

The rationale for defining the programmatic outcomes for the transfer programs in this way is two-fold. First, many transfer programs do not culminate in a capstone course, as is often the norm in CTE programs. Secondly, at the time it implemented learning outcomes, the College was seeking a simple and direct way to evaluate learning at the program level. At the time, placing the GEOs at the course level and evaluating the learning using MPC's established, course-level Instructor Reflections framework was an efficient way to accomplish this goal.

As an example of how the GEO system is applied to courses in different disciplines, the table below shows two courses that both satisfy GE Area D, Social Science. These two courses, ANTH 4 and HIST 12, both use the same GEO (*shown in italics)* as one of their course-level SLOs. Note that both of these courses still have their individual, discipline-based, course-level SLOs as well.

GE Area D: Social Science
Anthropology 4, Introduction to Cultural Anthropology 1. Describe the ethical issues anthropologists encounter. 2. Discuss the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 3. Consider the relativist perspective while discussing cultural variation. *4. Critically examine and comprehend human nature and behavior, social traditions, and institutions.* History 12, Women in United States History 1. Describe and analyze how contemporary women's actions, experiences and issues fit into the patterns of American history. 2. Document and explain the ways in which women have contributed privately, professionally, socially, economically, or politically to the social and political culture of the United States. *3. Critically examine and comprehend human nature and behavior, social traditions, and institutions.*

Source: Online Instructor Reflections form

ANTH 4 and HIST 12 both fulfill the Social Sciences GE Area, and faculty assess students attainment of the same GEO in both courses. However, as the courses are within differing disciplines, faculty use different assessment strategies. For example, the Anthropology instructor asks students to maintain an annotated bibliography throughout the course, whereas the History instructor assesses written papers, exams, and discussion participation. In both courses, the

instructors develop plans for improvement based on consideration of the assessment results [IB2.10].

In summary, MPC's GEO process has provided a framework for the assessment of transfer program outcomes. This method of program assessment met the College's goals at the time of implementation. However, as MPC continues to evaluate and improve its assessment processes, it has begun to discuss ways to improve the effectiveness of program-level assessment, including the merits of using of GEOs as program-level outcomes. More detail about these discussions and plans for improvement can be found in Standard II.A.11.

The Program Reflections Framework

At least once per year, departments, divisions, and service areas gather together to engage in dialogue about the degree to which students meet the intended SLOs or SAOs (Service Area Outcomes) from their program or area [see examples in IB2.11a – IB2.11e, linked below]. This part of the process emphasizes dialogue among MPC faculty and staff; it is designed to bring the most noteworthy issues concerning student learning to the attention of the department or program. The results of the conversation serve as the rationale to making resource allocation requests, and thus serve as one of the links between assessment of student learning and resource allocation. The Program Reflections form asks four basic questions [IB2.12]:

1. What improvements that have taken place are due to past efforts or plans discussed in Program Reflections?
2. What SLOs/GEOs or objectives from the course outline of record did you discuss this semester?
3. Summarize the department/group discussion about student learning. Provide references to specific SLOs and GEOs.
4. What is the result of the dialogue? What are the goals, action plans, or other aspects of program review that have resulted from the analysis of student learning?

As with Instructor Reflections, the effectiveness of this assessment method is evident through the results of the dialogue. Faculty members in the Social Sciences Division, for example, use the Program Reflections as a time to talk about the Social Sciences GEO: "Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions." During these discussions, faculty members from disciplines within Social Sciences discuss challenges related to the attainment of the outcome (both across and within disciplines) and share strategies for improving its attainment. The Program Reflections process can produce a variety of strategies to improve student learning, including pedagogical techniques shared across disciplines [IB2.13a, p.135] and curricular changes [IB2.13b, p.32]. Program Reflections dialogue may also lead to major structural changes within a program, as was the case when the Child Development Center was restructured

as a learning lab to directly support the Early Childhood Education program [IB2.13c, p. 60; IB2.14, IB2.15].

MPC's learning support centers also utilize the Program Reflections process in a variety of ways to evaluate the effectiveness of their programs. Some, like the English and Study Skills Center (ESSC) and the Reading Center, use the SLOs of the courses that they manage to evaluate effectiveness of their programs [IB2.16a, p. 12]. Others, like the Library, use the process to evaluate Service Area Outcomes that are distinct from the SLOs in their instructional program [IB2.16b, p. 31]. Some, like the Math Learning Center, do not organize distinct Program Reflections, but rather substantively participate in the Math Department Program Reflections dialogue [IB2.16c, p. 55-58].

The Program Reflections process is designed to provide rationale for Action Plans as well as input into resource allocation discussions in governance committees. Across the College, the program reflections process reveals several areas where many different areas/units expressed concern. These institutional-level trends included an inadequacy of staffing proportional to workload, a lack of communication, and technology resources that lag behind current needs. In addition, the broad categories of concern mirrored at least three of the issues identified during this self-evaluation process, i.e., staffing, technology, and communication. The summary was reported to College Council and informed the dialogue in ongoing budget discussions [IB2.17].

Institution-level Student Learning Outcomes

MPC uses its General Education Outcomes (GEOs) as its institutional outcomes. These Institutional Outcomes describe the skills or abilities that students have demonstrated after spending multiple semesters at MPC pursuing degree or transfer goals and being successfully engaged in the GE program. The GEOs *are* the Institutional Outcomes, and are listed on the Academic Senate web site, as well as in the College catalog where they are associated with each transfer program. Because they are the same by design, evaluation of MPC's Institutional Learning Outcomes (ILOs) process is the same as that for the GEOs process [IB2.8, p. 53-58, IB2.9, p. 55].

Effectiveness of SLO Processes – Faculty and Staff Surveys

Since 2010, Program Reflections has been one of the flex day activities [IB2.18]. The College evaluates the effectiveness of flex day activities using surveys. Each semester, a number of questions in this voluntary survey pertain to the effectiveness of the Program Reflections. Participation rate, as measured by the percentage of respondents who attended a Program Reflections session, began at around 70% in spring 2011 and has risen to a consistent rate of around 90% for the last few semesters. The participation rate is presumably less than 100% because classified staff members are encouraged to fill out this survey but are not always

required to attend a Program Reflections session. Nevertheless, the participation rate has risen and maintained a high percentage in recent semesters.

The flex survey has also asked whether respondents "found Program Reflections to be a useful and appropriate framework to engage in dialogue about improving student learning." The pattern of the responses to this question is similar to the participation results. Those that responded favorably by indicating that they "Agree" or "Strongly Agree" with the statement started at about 65% in Spring 2011 and increased to a steady 80% in the last few semesters. The increase and sustained positive response of these metrics indicates that the Program Reflections process has become part of the culture and that MPC personnel expect to participate every semester [IB2.19].

In 2008 and 2014, MPC offered faculty and staff surveys as an effort to evaluate the effectiveness of its processes and procedures. During this time, the SLO assessment process, as documented through the Instructor Reflections and Program Reflections, matured and became a regular part of MPC activities. The survey results reflect the maturation of these processes.

In both 2008 and 2014, the survey asked MPC personnel to respond to the statement, "My area assesses attainment of student learning outcomes and uses those results to make improvements." Of those that expressed an opinion, positive responses in the "somewhat agree" or "strongly agree" categories rose from 80% in 2008 to 92% in 2014. Those that responded with "don't know" or "not applicable" decreased from 22% in 2008 to 11% in 2014.

In 2008, the survey asked MPC personnel to respond to the statement, "In my area, we use established procedures to develop and assess learning outcomes for all our courses and programs." In 2014 the statement had the same intent but slightly different wording. Of those that expressed an opinion, positive responses in the" somewhat agree" or "strongly agree" categories rose from 80% in 2008 to 94% in 2014. Those that responded with "don't know" or "not applicable" decreased from 19% in 2008 to 15% in 2014 [IB2.20, IB2.21].

Conclusion: Monterey Peninsula College meets the standard; there are also opportunities for continued improvement in this area. The College has adopted a process for assessing course SLOs, but needs to improve proportion of courses that have been assessed as well as standards for the frequency of assessment. Program assessment has generated good dialog within disciplines through the Program Reflections process. However, to improve the effectiveness of program assessment, the College can improve its assessment of program outcomes that refer to specific patterns of courses.

Actionable Improvement Plans:
The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations

for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.
(Applicable Standards: I.B.2, I.B.5, I.B.6, I.C.3, I.C.4, II.A.2, II.A.3, II.A.11, II.A.16)

The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.
(Applicable Standards: I.B.2, II.A.11)

Evidence Cited

IB2.1 Faculty Handbook 2015-2016, p. 45-58
IB2.2 Faculty Handbook 2015-2016, p. 32
IB2.3 Instructor Reflections Form
IB2.4 Instructor Reflections Data, available at Instructor Reflections Website (Log-in Required)
IB2.5 Instructor Reflections Examples
IB2.6 Instructor Reflections Tracking Data
IB2.7 2015-2016 College Catalog (see individual CTE program descriptions)
IB2.8 Faculty Handbook 2015-2016, p. 53-58
IB2.9 2015-2016 College Catalog, p. 55
IB2.10 GEO Assessment Example—Anthropology and History
IB2.11 Program Reflections Compilations, 2010-2015
a. 2010-2011
b. 2011-2012
c. 2012-2013
d. 2013-2014
e. 2014-2015
IB2.12 Program Reflections Form
IB2.13 Program Reflections Examples, Social Science Division
a. 2012-2013 Program Reflections Compilation, p. 135
b. 2012-2013 Program Reflections Compilation, p. 32
c. 2013-2014 Program Reflections Compilation, p. 60
IB2.14 CDC Restructuring Proposal
IB2.15 Governing Board Minutes, 8/26/14, Item 14R
IB2.16 Program Reflections Examples, Student and Learning Support Services
a. ESSC: 2012-2013 Program Reflections Compilation, p. 12
b. Library: 2014-2015 Program Reflections Compilation, p. 31
c. MLC: 2013-2014 Program Reflections Compilation, p. 55-58
IB2.17 Program Reflections Summary Fall 2014
IB2.18 Flex Day Schedules
IB2.19 Program Reflections Survey Results
IB2.20 2008 Faculty and Staff Accreditation Survey
IB2.21 2014 Faculty and Staff Accreditation Survey

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

- The College first established institution-set standards for student achievement in 2013 for the ACCJC Annual Report [IB3.2]. Since that time, the College has examined the institution-set standards as one indicator of how effectively it accomplishes its mission [IB3.1, IB3.3 – IB3.5].
- The Office of Institutional Research publishes all presentations of annual information-set standards on its website [IB3.9].

Analysis and Evaluation

MPC first established institution-set standards for student achievement in 2013 for the ACCJC Annual Report. Since that time, the College has used the institution-set standards as one indicator of how effectively it accomplishes its mission. Table 1 lists the specific metrics for which the College has set standards each year. Each of the institution-set standards is appropriate to the College's mission, as they address transfer, career, and basic skills instruction.

Chronology of metrics used in institution-set standards			
	2013	2014	2015
Retention rate (fall-to-fall persistence)	√		
Course completion rate	√	√	√
Degree completion number	√	√	√
Number of transfers to 4-year institution	√	√	√
Certificate completion number	√	√	√
Licensure pass rates		√	√
Job placement rates for certificate and CTE programs			√
Data source: Institution-set Standards Workbook			

In 2013, the College examined its own student achievement data as well as statewide achievement data to establish the institution-set standards [IB3.2, p. 2-7]. The institution used a variety of methods to set standards for each metric in 2013. For example, for course completion rate, the College used the state average of 70% as its standard; for student retention, it chose to set the standard at slightly under MPC's five-year average for retention, or 41% [IB3.3, pp. 1-2; IB3.2, p. 2]. Following the completion of the 2013 Annual Report, the College reflected on its methodology for establishing its institution-set standards and reviewed the methodologies that other Colleges used to set their standards. This discussion resulted in a new, consistent methodology and data source for each of the institution-set standards for 2014. Beginning in 2014, the College sets its standards as a five-year average minus the standard deviation for those five years. Thus, the 2014 standard is the lower edge of the "range of normal" for each of the six institution-set standards [IB3.3, p. 1; IB3.4, slides 8-9]. As it prepared the data for its 2015

institution-set standards, the College reviewed this methodology to confirm that it remained valid and appropriate [IB3.5, slide 7]. At this time, the College also recalculated its 2013 institution-set standards based on the new methodology, in order to have three years of data (2013, 2014, and 2015) using the same methodology for use in longitudinal comparisons [IB3.1].

The College assesses its performance on the institution-set standards each year as it prepares its annual ACCJC accreditation report. As part of the assessment, the College examines disaggregated data for the categories within the standard as appropriate (e.g., online vs. face-to-face students, by program, by college-prepared vs. unprepared, etc.) and compares each standard against actual institutional performance. For example, the College compared course success rates for online students to those for face-to-face students and the college as a whole as it evaluated its standards for the 2015 Annual Report submission in March 2015. The College found that success rates for online students were lower than those of face-to-face students; in addition, success rates for online courses had declined from fall 2013 to fall 2014 [IB3.5, slide 10]. This evaluation led the Institutional Committee on Distance Education (ICDE) to establish working goals for 2015-2016 specifically focused on improving student success rates [IB3.6].

The College engaged in wide review and the institution-set standards in the 2014-2015 year to enable campus-wide understanding of methodology used to set the standards and the institution's performance against them [IB3.7a, IB3.7b, IB3.7c, IB3.7d]. The Office of Institutional Research makes copies of the presentations available on its website [IB3.8]. A focus on achieving the institution-set standards has been embedded into institutional planning through the Institutional Action Plan [IB3.9, Objective 1.8].

Conclusion: Monterey Peninsula College meets Standard I.B.3.

Evidence Cited:

IB3.1 Institution-Set Standards Workbook
IB3.2 Institution-set Standards 2013
IB3.3 Institution-set Standards 2014
IB3.4 OIR Presentation: First Look at MPC's Institution-set Standards
IB3.5 OIR Presentation: 2015 Institution-set Standards
IB3.6 ICDE Working Goals, 2015-2016
IB3.7 Discussion of Institution-set Standards
  a. College Council minutes, 9/23/14
  b. Academic Senate minutes, 10/2/14
  c. Board of Trustees minutes, 1/30/15
  d. Board of Trustees minutes, 3/25/15
IB3.8 OIR Website
IB3.9 Institutional Action Plan, Objective 1.8

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

- The Office of Institutional Research (OIR) regularly provides presentations featuring various categories of student achievement data as they pertain to student learning and success to the Governing Board [IB4.1].
- OIR presentations about student learning and achievement data are given at relevant committee meetings to promote understanding and inform discussions concerning planning and institutional effectiveness. College Council considers analyses of student learning assessment data (as compiled in Program Reflections documentation) to inform institutional planning and resource allocation decisions [IB4.2, IB4.3, IB4.4].
- College Council integrated assessment data into its processes for developing and evaluating progress towards Institutional Goals and objectives in fall 2015, in order to inform planning and assessment of progress toward the mission [IB4.5].
- Divisions and departments use student achievement and assessment data as part of their evaluation of program quality during program review (see Standard I.B.5).
- Programs regularly use achievement data to support resource allocation requests such as faculty position prioritization and funding proposals for basic skills projects [IB4.10 – IB4.11, IB4.13 – IB4.14].

Analysis and Evaluation

Monterey Peninsula College uses assessment data to support student learning and achievement at a variety of levels throughout the institution. The College's efforts to improve student learning and achievement for basic skills math students demonstrate how the institution uses assessment data at various levels of the institution to support improvements to student learning. Regular presentations from the Office of Institutional Research (OIR) use assessment data to help educate College personnel on issues of student success, particularly on those challenges faced by underprepared students (including those in basic skills math) [IB4.6, slides 10-12; IB4.7, slide 4]. The Office of Institutional Research makes its presentations available on its website to facilitate institution-wide understanding and discussion informed by assessment results and achievement data [IB4.8].

The Math Department consistently uses assessment data to appraise program quality and support resource allocation requests. An ongoing goal for the Math Department has been to improve student learning and achievement in basic skills Math courses by stabilizing staffing in the Math Learning Center (MLC) and providing additional tutoring services for basic skills math students [IB4.9]. The Math Department requested a full-time MLC Coordinator in fall 2012, using assessment and achievement data as its rationale. The faculty position request form emphasized the differences that the MLC had made over the previous semesters for students that utilized its

services, using assessment and achievement data spanning across six different courses [IB4.10]. Because the assessment data convincingly demonstrated the urgent need for stable MLC leadership, the Academic Affairs Advisory Group ranked the position as its second highest priority when discussing faculty position requests [IB4.11, p. 2-3].

In a 2013-2014 analysis of assessment and achievement data, the Math Department discovered a strong variation in student success between those students who used the MLC and those who did not. Across a spectrum of six Math courses offered over a period of nine semesters, the success rates of those students who used the MLC were three to thirty percentage points higher than those students who did not use the MLC [IB4.12, p. 55-58]. In a recently funded Basic Skills Initiative (BSI) project, the Math Department compared the achievement of students who used math tutors three or more times to those who worked with a tutor two times or less. Again, the results across four different courses indicate tutored students achieved success at a significantly greater rate than those who did not take advantage of the tutoring [IB4.13]. Analysis of assessment data for a BSI report reveals further challenges for specific Math courses, and supports continued funding for the MLC [IB4.14, page 3].

The Institution Organizes its Institutional Processes to Support Student Learning

The College has organized its Integrated Planning Model and its Planning and Resource Allocation Process to ensure that institutional processes directly support student learning. The Integrated Planning Model guides planning processes that operate on annual to six-year cycles. The planning documents incorporated into the Integrated Planning Model directly support student learning by providing assessments of student learning and using the results to improve student learning [IB4.15]. For example, Reflections and Program Review processes document assessments of student learning and achievement. Results of the assessments inform plans to improve student learning at the course and program level (Reflections; Program Review), and at the institutional-level (Institutional Action Plan, Technology Plan, etc.). The Institutional Action Plan documents the specific, measurable objectives that the College pursues to meet its institutional goals, all of which support student learning directly or indirectly [IB4.5]. Similarly, the Planning and Resource Allocation Model organizes the timing of the annual resource allocation process [IB4.16]. In particular, the process emphasizes the consideration of the Reflections and program review documents, as well as institutional objectives, achievement data, and consideration of institutional-level planning documents.

The transition of MPC's Child Development Center (CDC) from a childcare unit to a learning laboratory for the Early Childhood Education (ECE) Department demonstrates how College processes support student learning. Faculty members in the ECE Department identified a need for a learning lab to support ECE students. The College recognized that restructuring the CDC from a childcare facility to a learning lab allowed for better alignment with the institutional mission of student learning. Discussion of this transformation began in Program Reflections

[IB4.17a, IB4.17b], continued into Program Review [IB4.17c], and ultimately, the Board of Trustees [IB4.17d, IB4.17e]. The CDC began operation under the new structure in fall 2015.

In its ongoing efforts to support for student learning, MPC continues to evaluate its processes and make revisions in order to become more effective. The College's decision to proceed with an implementation of the software system TracDat emerged from such a process evaluation, and represents an effort to reorganize institutional processes around assessment, data use, and planning. During its institutional self-evaluation, the College determined that its method of organizing and communicating data (including data related to student learning and achievement) involved separate, "siloed" systems. The College uses Program Review and Reflections processes to document results of assessment and evaluation. However, the information in the Reflections documents are not easily accessible, making it more challenging to link the assessment results to Program Review, annual action plans, and resource allocation decisions. Similarly, basic student demographic information and student achievement data have not been easily accessible to all College personnel who wish to use them for program-level planning purposes. In essence, the College determined that institutional processes encapsulated within the Planning and Resource Allocation Process worked well in theory, but were not as effective in practice due to the availability of data and in visualizing connections between the various components [IB4.18]. To strengthen the effectiveness of its processes, the College decided to implement an institutional performance management system (TracDat) [IB4.19].

Conclusion: MPC meets Standard I.B.4. However, the College continues to work to improve effectiveness and strengthen its processes related to this Standard. The College began work on its TracDat implementation in late fall 2015; work will be ongoing through the remainder of 2105-2016 and into the 2016-2017 year to set up the system for course and program-level assessment, program review, and support for annual resource allocation requests (see QFE Action Project 2). The system will enable more effective collection and assessment of outcomes data, improved communication of results of data analysis, and stronger links between assessment results and resource allocation requests. Overall, this will support a broader understanding of student learning and achievement at the institution.

Actionable Improvement Plan:
The institution will implement tools to improve its Planning and Resource Allocation Process and more effectively link SLO/SAO assessments, annual action plans, and program review to resource allocation and Institutional Goals.

Evidence Cited

IB4.1 OIR Student Success Reporting Calendars, 13/14 – 15/16
IB4.2 Program Reflections Summary, Fall 2014
IB4.3 College Council minutes, 9/23/14
IB4.4 Program Reflections Compilations 2010-2015

a. 2010-2011
b. 2011-2012
c. 2012-2013
d. 2013-2014
e. 2014-2015

IB4.5 Institutional Action Plan
IB4.6 OIR Presentation: Progression through English and Math
IB4.7 OIR Presentation: Success in Basic Skills Math, English, and ESL
IB4.8 OIR Website
IB4.9 Math Program Review
IB4.10 MLC Faculty Position Request, Fall 2012
IB4.11 Academic Affairs Advisory Group minutes, 10/17/12
IB4.12 Program Reflections Compilations, 2013-2014
IB4.13 Basic Skills Initiative Report, summer 2014
IB4.14 Basic Skills Initiative Annual Report, 2013-2014
IB4.15 Integrated Planning Model
IB4.16 Planning and Resource Allocation Process
IB4.17 Child Development Center Transition Discussion
a. Program Reflections Compilation, 2012-2013, p. 136
b. Program Reflections Comilation2013-2014, p. 60
c. Program Review ECD Program Review, p. 18, 23-24, 33-36
d. Governing Board Minutes, 8/26/14, Item No. R, p. 15
e. Governing Board Minutes, 9/8/14
IB4.18 Rationale for TracDat
IB4.19 College Council minutes, 6/9/15

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

- Monterey Peninsula College assesses accomplishment of its mission through methods including program review [IB5.1 – IB5.4, IB5.10], evaluation of Institutional Goals and objectives [IB5.6 – IB5.7], and analysis of data related to student learning outcomes and student achievement [IB5.9, IB5.11-IB5.12].
- The College's program review process involves disaggregating quantitative and qualitative data related to student ethnicity, gender, and level of college preparedness for analysis by program type and mode of delivery [IB5.3].

Analysis and Evaluation

Assessing Accomplishment of the Mission through Program Review

MPC's program review process ensures that each campus program and unit assesses itself in relation to the College mission every six years. All academic divisions, student services departments, and administrative services units complete a comprehensive program review every

six years. During the process, each division, department, and unit considers how effectively its programs and/or services support the mission of the College. To ensure alignment between the mission of each program or service and the mission of the College, program review participants begin by demonstrating how the mission of the program supports the mission of the College's mission [IB5.2a, IB5.2b, IB5.2c]. If the program mission does not clearly align with the College mission, writers must describe how the program will change or revise its mission to come into better alignment.

Program review templates for all three areas of the College include prompts to ensure program/unit members review important, mission-centered elements of their programs. Although the specific elements in the program review templates vary somewhat due to the specific functions of Academic Affairs, Student Services, and Administrative Services [IB5.3], each template includes categories related to Mission, Program Vitality/Services, Impact on Student Learning, and Staffing. In the Mission section, for example, each program/ unit responds to identical prompts identifying how the program/unit mission supports the College mission. Prompts are different in those areas where instructional departments within Academic Affairs support the College mission differently than units within Student Services or Administrative Services. Instructional programs, for example, evaluate student learning outcomes, whereas Student and Administrative Services units assess their support of student learning. The comprehensive program review template for divisions in Academic Affairs has prompted program review writers to make clear links between College and program missions for all of the current cycle; in the 2014-2015 year, the College updated the templates for Student Services and Administrative Services were updated to include the mission alignment element, as well [IB5.1a, IB5.1b, IB5.1c].

The program review process provides each program/unit with an opportunity to review relevant data, including data related to student learning and achievement; quality of program, services, and infrastructure; and support of student goals as they relate to transfer and career training, basic skills, and lifelong learning opportunities. For example, program reviews for academic divisions and Student Services units include analysis of longitudinal student achievement data for each program area. Program review writers examine this data, compare program rates to College-wide rates, and provide a brief analysis of what these data might suggest about the overall health and direction of the program [IB5.4a, p. 12; IB5.4b, p. 2-4]. Administrative services units discuss data related to demand for the programs and/or services offered [IB5.1b, p. 5-7].

Assessing Accomplishment of the Mission through Evaluation of Goals and Objectives

Monterey Peninsula College has established long-term, overarching Institutional Goals in support of the College mission [IB5.5]. The Institutional Goals are the basis for short-term, measurable objectives that describe specific actions the College plans to take to reach the

Institutional Goals. The College documents the Institutional Goals and objectives in its Institutional Action Plan [IB5.6]. As the College Council evaluates the institution's accomplishment of the short-term objectives, it also assesses progress towards achieving the long-term Institutional Goals, and by extension, fulfillment of the College mission. For example, in 2014, the College Council evaluated progress on the objectives that were developed to support the 2011-2014 Institutional Goals [IB5.7].

Prior to fall 2014, the College Council evaluated MPC's Institutional Goals and objectives every three years, potentially revising the Institutional Goals as warranted. The College used these three-year institutional goals to drive the strategic initiatives outlined in the Education Master Plan [IB5.5, p. 8]. The Education Master Plan also outlined five-year objectives and strategic initiatives for the College [IB5.5, p. 26]. The objectives identified in the Education Master Plan supported achievement of the 2011-2014 Institutional Goals, and intended to be reviewed (and revised, if warranted) during the planning and resource allocation process. However, the EMP objectives differed from the objectives developed in concert with the 2011-2014 Institutional Goals. The College referred to these objectives as EMP Objectives and Institutional Objectives, respectively.

In the 2014-2015 year, the College Council assessed college-wide planning and identified several problem areas:

- Evaluating two sets of objectives (institutional objectives and EMP objectives) was confusing and inefficient.
- Some objectives did not include timelines or specific, measurable indicators of progress,
- Several EMP objectives extended beyond the 2011-2014 timeframe of MPC's Institutional Goals.
- Evaluation efforts tended to be qualitative and ad-hoc in nature.

As a result of this assessment, College Council revised the college-wide planning process to include an Institutional Action Plan that would be evaluated annually.

To improve the institution's evaluation of progress against its Institutional Goals during the remainder of the current Education Master Plan term (2012-2017), College Council revised the Institutional Goals to strengthen their connection to the College mission and revised objectives as needed to ensure that they are measurable and have reasonable timeframes [IB5.6].

Adopting an Institutional Action Plan with specific, measurable objectives and evaluating progress annually allows the College to maintain a more consistent, timely focus on the College's mission. Annual assessment also allows all members of the College to understand early in the planning process how each objective will be met and who will lead the effort and be responsible for its completion [IB5.6]. In the current planning model, College Council is

charged with reviewing the Institutional Action Plan annually to evaluate progress towards the objectives and add new objectives as needs arise [IB5.7]. The College anticipates that this change to an annual evaluation of progress towards objectives directly linked to Institutional Goals will greatly improve the effectiveness of both short-term and long-range planning.

Assessing Accomplishment of the Mission through Student Learning Outcomes

As shown above, each unit demonstrates how their department or area supports the institutional mission during the program review process. Each unit also assesses their SLOs or SAO (Service Area Outcomes) on an ongoing basis. As part of the comprehensive program review, each department/unit summarizes the changes and improvements emerging from ongoing dialogue around outcomes assessment in support of the programs goals and mission. Assessment of course-level and programmatic SLOs and Service Area Outcomes (Service Area Outcomes) helps demonstrate the attainment of programmatic missions. In turn, the programmatic missions support the institutional mission.

For example, in its Program Review, the History department summarized changes to pedagogy and support for student success that emerged from ongoing SLO assessment discussions at the course and program level [IB5.9a, p. 10; IB5.9b; IB5.9c, p.59]. The changes emerging from the SLO and PSLO dialogue support the program's mission of fostering student learning and success through excellent instruction in history for students pursuing transfer, career, and lifelong learning. Because the program mission aligns with the College mission, as the department evaluates the effectiveness of the changes, it indirectly assesses the institution's effectiveness of meeting its mission of fostering student learning and achievement, as well.

Assessing Accomplishment of the Mission through Disaggregated Student Achievement Data

As discussed above, MPC's comprehensive program review processes ensure that departments/units analyze student achievement data as they evaluate programs and services and consider the degree to which they support the mission of the College. Program review participants also examine disaggregated success and retention rates for demographic groups within each program. For programs that deliver instruction in both face-to-face and online modalities, program review participants compare success and retention disaggregated by mode of delivery. Participants provide analysis of any gaps in retention and success rates between their face-to-face and online courses, and discuss interventions that could mitigate those gaps [IB5.10, p. 13-14]. However, in past program review cycles, participants noted that it was difficult provide meaningful analysis of demographic data for individual programs without having the disaggregated success and retention rates for the College as a whole. As a result, the College has begun discussions of how to provide College-wide demographic data using TracDat to support more meaningful discussion and analysis of data disaggregated by student demographics within program review.

The College has also embedded student achievement data into other institutional processes related to assessing the accomplishment of mission, including the regular review of the mission statement itself. During the last mission review cycle, the College intentionally linked the mission statement with student achievement, in order to make the mission statement more evaluable and clarify that student achievement data are one measure of mission accomplishment [IB5.11, IB5.12]. The Institutional Action Plan indicates which student achievement data are relevant for each objective's progress and/or evaluation. When relevant for the discussion, the data are disaggregated by program type and/or mode of delivery [IB5.6, Objectives 1.4c, 1.5a].

The College also considers student achievement data in relation to the institutional mission when it reviews and discusses mandated reports that rely on achievement data. These include the institution-set standards required by the US Department of Education; state-mandated reports such as the Student Success Scorecard, Institutional Effectiveness Goals, Student Success and Support Plan (3SP) and Student Equity Plan; and reports required by the Chancellor's Office, such as the annual Basic Skills Initiative report. Data considered in these processes include (but are not limited to) course completion and retention, degree and certificate attainment, transfer rates, and licensure and job placement rates. As the institution prepares each report, student achievement data are disaggregated, analyzed, and discussed at various committee meetings, as well as presented to the Governing Board. The dialogue that results from each presentation helps to increase institutional awareness of key student achievement indicators in relation to the overall mission of the College. As the institution evaluates the degree to which it fulfills its mission through each of these processes and mechanisms, student achievement data are used to inform the dialogue and help prioritize areas for improvement and resource allocation.

Conclusion: MPC meets Standard I.B.5.

Evidence Cited

IB5.1 Program Review Templates
- a. Academic Affairs
- b. Administrative Services
- c. Student Services

IB5.2 Program Review Examples
- a. History
- b. Campus Security

IB5.3 Program Review Elements

IB5.4 PR Student Achievement Data Examples
- a. Anthropology, p. 12
- b. EOPS, 2-4

IB5.5 Educational Master Plan, 2012-2017

IB5.6 Institutional Action Plan

IB5.7 Evaluation of 2010-2014 Goals

IB5.8 College Council Bylaws

IB5.9 SLO Assessment Examples

a. History Program Review, p. 10
b. Instructor Reflection for HIST 17
c. History Program Reflection, 2013-2014, p. 59

IB5.10 Economics Program Review, p. 13-14
IB5.11 OIR Presentation: Accomplishing the Mission
IB5.12 College Council minutes, 3/25/14

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

- The Office of Institutional Research (OIR) routinely disaggregates data by program, instructional modality, age, gender, and ethnicity for use in activities related to integrated planning, program review, institutional effectiveness, and ongoing conversations related to student success and access. Evidence of this work can be seen throughout OIR presentations archived on the OIR website, as well as in the Student Equity Plan, Student Support and Program (3SP) Plan, discussions of the Institution-set Standards and State Chancellor's Office IEPI Goals, and within program review [IB6.1 – IB6.5; see also discussion of Program Review in Standard I.B.5].
- When the College identifies performance gaps, it implements strategies to mitigate the gaps [IB6.6 – IB6.11].

Analysis and Evaluation

Analyzing Disaggregated Learning and Achievement Data

Monterey Peninsula College regularly analyzes data related to learning outcomes and student achievement as part of institutional conversations about mission fulfillment and continuous improvement. The Office of Institutional Research routinely disaggregates data by program, instructional modality, age, gender, ethnicity for use in activities related to integrated planning, program review, institutional effectiveness, and ongoing conversations related to student success and access. During discussion and analysis of the data, the institution looks for performance gaps between subpopulations of students (or between individual subpopulations and the student population overall). When these gaps exist, the College acts quickly to identify and implement strategies that would better support lower performing subpopulations. Evidence of this work can be seen throughout OIR presentations (archived on the OIR website) [IB6.1], as well as in the Student Equity Plan [IB6.2], Student Support and Program (3SP) Plan [IB6.3], conversations about the Institution-set Standards and State Chancellor's Office IEPI goals [IB6.4, IB6.5], and within program review.

Discussions of how to disaggregate student learning outcome data for subpopulations of students have begun, but as of fall 2015, the College has not yet begun to disaggregate student learning outcome data for subpopulations of students. In its current assessment processes, instructors report SLO data at the course or program level, rather than at the level of the individual student. The Learning Assessment Committee, Office of Institutional Research, and Accreditation Steering Committee are investigating ways to disaggregate using current processes. The institution has also begun a TracDat implementation project with the intention of improving data collection, assessment, and reporting practices (see QFE Action Project #2).

MPC regularly uses disaggregated student achievement data related to age, gender, ethnicity, and college preparedness to inform planning and assess mission fulfillment. These data form the basis for Student Equity plans, 3SP plans, Basic Skills plans, the Scorecard, institution-set standards, and IEPI goals. The College uses each of these documents to identify performance gaps and inform plans on how to address them. Standard I.B.5 discusses examples of student achievement data disaggregated by program type and instructional modality; discussion of disaggregation of other subpopulations relevant for College planning follow.

Mitigating Identified Performance Gaps

Disaggregation of student learning and achievement data enables the institution to identify and discuss performance gaps between subpopulations of students (either among subpopulations, or between an individual group and the student population as a whole). Once a statistically significant difference in performance has been identified, the institution begins to discuss the context for the gap in relevant committees, departments, and/or governance groups. For example, committees might discuss whether the gap appears to be part of a trend, or whether it represents a one-time outlier in the data; external factors affecting the subpopulation are also considered. By examining the context in which the gap occurs, the institution is better able to determine an appropriate response. For example, faculty and staff working with prospective English as a Second Language (ENSL) students observed that these students encountered challenges as they attempted to register for classes. Specifically, language skills became a barrier when trying to navigate the online registration system. The Basic Skills Committee proposed two specific projects to address this gap: a pictorial guide to the registration system [IB6.6] and a dedicated counselor for ENSL students [IB6.7].

If necessary, data are disaggregated further to support better understanding of the nature of the gap. As noted in Standard I.B.3, when examining disaggregated data for course success rates in spring 2015, the College realized that online students had lower success than face-to-face students, and that course success for online students appeared to be trending downward. In response, the Institutional Committee on Distance Education (ICDE) established working goals for 2015-2016 that were specifically geared towards increasing online course success [IB6.8], including a dedicated professional development series for faculty around success and

engagement in online courses [IB6.9]. During the discussion of online success and retention data, data the College further disaggregated by program in order to get a better understanding of specific programs that might need more focused attention and interventions. In addition, the MPC Online Support Team established a data dashboard to enable close monitoring of trends in course success and retention as compared to statewide rates for online students, MPC face-to-face students, and MPC's overall institution-set standard for course success [IB6.10].

Evaluating Efficacy of Improvement Strategies

MPC has found that an effective way to evaluate the effectiveness of strategies intended to mitigate performance gaps is to identify a measurable goal or outcome at the time that the strategy is proposed or implemented. The project proposal for the SCORE+ Summer Bridge math program illustrates this approach. The proposal includes a statement of the measurable goal (3% increase in success and retention in Math 351 after program completion), as well as a short narrative of how the project will be evaluated [IB6.11]. By establishing evaluation guidelines prior to the start of the project, those involved with the project can monitor progress towards the goal as the project progresses and make course corrections if necessary.

Conclusion: Monterey Peninsula College effectively disaggregates student achievement data for subpopulations of students, and implements strategies to mitigate performance gaps when necessary. However, the College currently has no practical way of disaggregating student learning outcome data by subpopulation. The Learning Assessment Committee, Accreditation Steering Committee, and Office of Institutional Research have begun discussions of how to approach disaggregation of student learning data in a way that respects the privacy of individual students and faculty while informing decisions about how to improve the learning environment. The College anticipates that its TracDat implementation (see QFE Action Project #2) may enable more effective collection of outcome data, including for subpopulations of students.

Actionable Improvement Plan:

The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.

(Related Standards: IB2, IB5, IB6, IC3, IC4, IIA2, IIA3, IIA16)

Evidence Cited

IB6.1 OIR Website
IB6.2 2014 Student Equity Plan
IB6.3 2014 Student Support and Success Program (3SP) Plan
IB6.4 OIR Presentation: 2015 Institution-set Standards
IB6.5 OIR Presentation: Setting IEPI Goals
IB6.6 BSI Proposal: ESL Counselor
IB6.7 BSI Proposal: Pictorial MPC Application & WebReg Guides

IB6.8 ICDE Working Goals, 2013-2016
IB6.9 MPC Online Professional Development, Fall 2015
IB6.10 MPC Online Data Dashboard
IB6.11 BSI Proposal: SCORE+

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

To ensure that policies and practices across all areas of the institution support academic quality and accomplishment of the mission, the College reviews and updates policies and procedures appropriately.

- Instructional Programs
  - The Academic Senate is responsible for reviewing and recommending changes to policy and practice that involve academic and professional matters [IB7.1, IB7.2].
  - Under the leadership of the Vice President of Academic Affairs, the Academic Affairs Advisory Group (AAAG) is responsible for making recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation [IB7.3].
- Student and Learning Support Programs
  - Under the leadership of the Vice President of Student Services, the Student Services Advisory Group (SSAG) is responsible for making recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation [IB7.10].
- Resource Management
  - Under the leadership of the Vice President of Administrative Services, the Administrative Services Advisory Group (ASAG) is responsible for making recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation [IB7.13].

Analysis and Evaluation

Policy and Practice Evaluation in Instructional Programs

MPC's instructional programs evaluate and update policies and practices as appropriate to assure effectiveness in supporting academic quality and accomplishment of the College mission. The Academic Senate is responsible for reviewing and recommending changes to policy and practice that involve academic and professional matters [IB7.1]. Under the leadership of the Vice President of Academic Affairs, the Academic Affairs Advisory Group (AAAG) responsible for making recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation [IB7.2]. AAAG reviews policies and procedures

brought forward from divisions and departments as well as those brought forward after review by the Academic Senate and other shared governance groups across campus. Recent policy and practice review in instructional programs has led to the following improvements:

- Updated curriculum policies and practices
  The Academic Senate reviews policy recommendations to ensure that MPC's curriculum practices and outcomes are effective at supporting academic quality. Academic Senate review has included a plan for adopting prerequisites under the new Title 5 requirements as recommended by the Curriculum Advisory Committee as well as endorsing the Effective Strategies for Quality Online Teaching & Learning as recommended by the Institutional Committee on Distance Education [IB7.3, IB7.4]
- Academic Affairs Process Review
  During the fall 2013 semester the VP of Academic Affairs initiated process mapping within the area of instruction to identify areas for improvement and greater alignment with the institutional mission. The process led to the documentation of roles and responsibilities, process dependencies, and improvement in processes including how part-time faculty office hour load requests were assigned [IB7.5].
- Scheduling for Program Reflections
  To provide faculty with sufficient time for program assessment activities, the College has designated time during scheduled flex days for Program Reflections. A review of the Reflections process indicated that some non-instructional areas of the campus were not taking this opportunity to assess their programs and services. In fall 2014, these areas were encouraged to look at service area outcomes in various program areas across campus [IB7.6, IB7.7, p. 102-104]

Policy and Practice Evaluation in Student and Learning Support Services

MPC's student and learning support programs evaluate and update policies and practices as appropriate to assure effectiveness in supporting academic quality and accomplishment of the College mission. Under the leadership of the Vice President of Student Services, the Student Services Advisory Group (SSAG) is responsible for making recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation [IB7.8]. SSAG reviews policies and procedures brought forward from student services departments and programs as well as those brought forward after review by other shared governance groups across campus. Recent improvements resulting from policy and practice review include:

- Revision to MPC's Academic Renewal Policy
  In March 2015, SSAG reviewed the College's Academic Renewal Policy, made recommendations for changes, and approved a draft of a revised policy for review by other participatory governance groups [IB7.9]. The recommended policy changes will

allow students to select the grades that will be dropped from their GPA rather than forcing them to drop an entire semester of work.

- Business Process Analysis
  In Dec. 2013, student services managers, faculty, and classified staff worked with an external consultant to map existing and desired processes involving all aspects of student enrollment from application through the second week of the semester [IB7.10]. The following policy and process improvements were made to student learning support services a result of the BPA:
  - Automated Applications: The Admissions & Records staff worked collaboratively with the Information Systems department to streamline and automate applications. Instead of manual processing—which took 3 or more days to complete—students can now apply to MPC and receive a confirmation of acceptance within 15 minutes.
  - Laserfiche Student Records Digitization: Admissions & Records and the Information Systems department worked together to implement a process for digitizing all remaining paper-based student records. As a result, counselors and other learning support services have immediate access to student records necessary to serve the needs of students.

Policy and Practice Evaluation in Resource Management

MPC programs and departments responsible for the management of resources evaluate and update policies and practices as appropriate to assure effectiveness in supporting academic quality and accomplishment of the College mission. Under the leadership of the Vice President of Administrative Services, the Administrative Services Advisory Group (ASAG) is responsible for making recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation [IB7.11]. ASAG reviews policies and procedures brought forward from Administrative Services departments and programs as well as those brought forward after review by other shared governance groups across campus. The Human Resources Department and Office of the Superintendent/President initiate the review of policy and practice related to human resources.

Improvements resulting from recent policy and practice review include:

- Human Resources Process Mapping [IB7.12]
  During the 2013-2014 school year, Human Resources Staff conducted a review of HR policies and workflows, which led to the improvement and formal documentation of existing processes. Examples of improvements made include improving the employee onboarding process, which included a shift from paper-based forms to electronic submission. In addition, a more formal introduction to Board Policies is now provided to new employees to increase awareness of campus policies.
- Evaluation of Faculty Hiring Processes

In January 2014, a group of managers, faculty, and classified staff worked with an external consultant to map existing and desired processes involving all aspects of full-time faculty hiring to identify barriers, redundancy, and inefficiencies to ensure that the campus can recruit highly qualified faculty to deliver instruction on campus.

- Compliance with Changing Regulations Related to Employee Benefits
  In response to the introduction to the Affordable Care Act (ACA) and new paid sick leave requirements, the district has reviewed existing policy and practice and implemented new processes and procedures to ensure compliance. Human Resource Staff have received training in regulations, requirements, and compliance and the district has implemented the WorxTime system for tracking and monitoring hours worked by employees to determine eligibility for benefits according to regulations set forth by the ACA. In addition, the Human Resource Department has created a new administrative procedure—7340 Leaves: Short-term, Non-continuing employees, Federal Work Study, Substitutes, Interns, Tutors, and other Temporary Employees—to provide documentation and guidance on district leave policy and ensure that adequate coverage is in place to support academic quality and accomplishment of the district's mission [IB7.13].
- Information Technology Policy and Practice Updates
  As a component of the development of the Technology Plan (see Standard III.C.2), the Technology Committee and Information Services department conducted a review of campus policies related to information and instructional technology. A Computer and Network Acceptable Use Agreement was developed to provide guidance about technology use in instruction and across campus operations to support academic quality and accomplishment of the district's mission [IB7.14, p. 38].

Policy and Practice Evaluation in Governance Processes

In addition to the Board Policy review that occurs in the areas noted above, campus governance groups regularly evaluate and update policies and practices to assure effectiveness in supporting academic quality and accomplishment of the College mission. Recent policy and practice reviews include:

- Evaluation of the effectiveness of the MPC Planning and Resource Allocation Process
  The evaluation revealed that the Planning and Resource Allocation Process as presented in the 2010 self-study could be improved. Among the improvements were:
  - More effective multi-year planning mechanism
  - More intentional integration of unit planning documents (e.g., Technology Plan, Facilities Plan, etc.) into College planning
  - More intentional incorporation of Reflections results into the planning process
  - Timing adjustments to more evenly distribute major decisions and events across both semesters

  [IB7.15, IB7.16]

- Committee Bylaw Review & Updates
  Participatory governance committees regularly review and update by-laws in order to ensure that they support the needs of MPC's students and accomplishment of the district's mission.

- Action Plan Process Updates
  The cycle for completing action plans was reviewed and adjusted to better align with resource allocation and budget development. Prior to the spring 2015 semester, action plans were due in late spring. The College adjusted the due date to February, which enables College Council and others in budget development and resource allocation to use the information in the action plans more effectively. Each division and unit now completes its Action Plan during time built into the Flex Day event at the beginning of the spring term [IB7.17].

Conclusion: Monterey Peninsula College meets Standard I.B.7; however, there are opportunities for continued improvement in this area. The College regularly reviews core processes such as Program Review and the Planning and Resource Allocation process, but has not formalized a systemic cycle for process review in all areas. In spring 2016, the College worked with an external firm (Collaborative Brain Trust) to review planning and decision-making processes, in order to address inefficiencies and redundancies. Among the recommendations, CBT recommended that the College establish regular and coordinated schedule for evaluation of its processes (including planning processes) [IB7.18].

Evidence Cited

IB7.1 Academic Senate Bylaws
IB7.2 Academic Affairs Advisory Group Bylaws
IB7.3 Academic Senate Minutes, 5/16/13, p. 7
IB7.4 Academic Senate Minutes, 2/6/14, p. 6
IB7.5 Academic Affairs Process Mapping Guidelines
IB7.6 Flex Day Schedules, 2013-2014, 2014-2015
IB7.7 President's Office, Program Reflections 2014, p. 102-104
IB7.8 Student Services Advisory Group Bylaws
IB7.9 SSAG Minutes, 3/19/15
IB7.10 Business Process Analysis Report, Student Enrollment Processes
IB7.11 Administrative Services Advisory Group Bylaws
IB7.12 Human Resource Department Process Mapping
IB7.13 Administrative Procedure 7340
IB7.14 Technology Plan, p. 38
IB7.15 Integrated Planning Model
IB7.16 Planning and Resource Allocation Process
IB7.17 AAAG Minutes, 1/26/15
IB7.18 College Council Minutes, 2/9/14

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

- To promote a shared understanding of institutional priorities, strengths, and areas for improvement, the College has embedded assessment and evaluation activities into annual and multi-year institutional planning processes [IB8.1, IB8.2].
- Results of assessments and evaluations are incorporated into Program Reflections, Program Review, annual program review updates/ action plans, and other planning documents (e.g., Technology Plan) [IB8.3 –IB8.4, IB8.6].

Analysis and Evaluation

As of fall 2015, broad communication of assessment and evaluation results primarily occurs through reports and presentations given at participatory governance and Board of Trustees meetings. To promote wide dissemination of information, reports are presented to multiple groups to ensure wide dissemination of information. For example, divisions present an executive summary of Comprehensive Program Review to advisory groups, College Council, and the Board of Trustees in order to communicate the results of their evaluation of program quality. The Office of Institutional Research presents evaluations of student success and achievement data to relevant participatory governance groups, as well as the Board of Trustees.

Segmental plans, such as the Technology Plan, Facilities Plan, Student Success and Support Program (3SP) Plan, and Student Equity Plan, all rely on some type of assessment or evaluation as their basis. These plans or reports inform MPC personnel of institutional strengths, weaknesses, and plans for improvement. Minutes of MPC's participatory governance groups and Governing Board show that discussion of at least one of these reports or presentations occurs at nearly every meeting. Several examples of reports and presentations that communicate assessment and evaluation results follow below.

The Program Reflections compilation communicates the results of the dialogue about attainment of student learning outcomes or service area outcomes that occurs across many areas of the institution [see IB8.3a-3; links provided below]. The College Council considers these program-level assessment results from a broader, institutional perspective by reviewing and discussing a summary of Program Reflections results from all divisions, departments, and service areas [IB8.4, IB8.5, p. 3]. By examining the program assessment results in aggregate, College Council can consider patterns of institutional or cross-department strengths, needs, and areas for improvement that emerge from the collected Reflections. This information informs planning bodies like the College Council as they prioritize needs within the College.

Program review serves as the principle mechanism for communicating results of evaluation of quality at the programmatic level. Sharing the results of program reviews at committee and Board meetings furthers understanding of the strengths and challenges faced by individual programs. The most recent Nursing Program Review [IB8.6], for example, reports that the program is successful in terms of student achievement (e.g., job placement of graduates; p. 6) and attainment of SLOs (p. 22), but faces the ongoing challenge of expense due to the low student to teacher ratios required in clinical settings (p. 40). This type of information informs planning and resource allocation conversations. Comprehensive program reviews are posted on the College website to facilitate broad communication and as supporting material for the summary conversations in College Council and elsewhere [IB8.7; IB8.8, p. 6].

A number of reports communicate the institution's performance in terms of institutional-level student achievement. Many of these are reported on an annual basis, such as the institution-set standards, the ACCJC annual report, and the annual Institutional Effectiveness Partnership Initiative (IEPI) goals. Although packaged or calculated slightly differently, all of the reports typically include indicators that employ course completion, persistence, basic skills progression, degrees/certificates awarded, and transfers. Presentations explaining the institution-set standards and the IEPI goals contain tables showing how these indicators are used in multiple efforts including the Student Success Scorecard, the Student Equity Plan, and the CTE-focused "Doing What Matters for Jobs" [IB8.9, p. 5; IB8.10, p. 17]. This communication strategy helps emphasize the importance of and widespread interest in using these kinds of assessment results to convey institutional quality both internally and to external audiences.

The Office of Institutional Research (OIR) provides data and reports that dig deeper than the annual reports, and elucidate differences in success between different populations of students. These reports have served to both substantively support the basic skills, 3SP, and Student Equity efforts at MPC, and communicate the issues of basic skills, performance gaps, and student equity to a wide audience at MPC [IB8.11]. As reported in one of the OIR's student equity reports, for example, assessment data indicates lower success rates (i.e., completions) by Hispanic students, and especially Hispanic men. One intended outcome of these types of communication efforts is for a wider spectrum of institutional personnel to recognize the rationale behind resource allocation towards basic skills and student success initiatives [IB8.12].

Segments of the institution present planning documents to the institution via the shared governance structure. Examples include the Technology Plan, Facilities Plan and Educational Master Plan. These plans are based on assessment results and communicate those results as a basis for the plan. The Technology Plan, for example, lists several areas where the College can improve its technology systems where MPC technology does not meet current standards for educational institutions. Some examples include MPC's reliance on an outdated student information system and need for a fully integrated Enterprise Resource Planning (ERP) system,

Wi-Fi coverage not meeting demands, and more effective use of the College website as a tool for marketing [IB8.13]. These findings align with other assessment results; see, for example, generalizations about technology in the Program Reflections Summary.

Another strategy to communicate assessment results is what MPC calls open forums. These are *ad hoc* opportunities for all members of the campus community to hear a presentation on a pertinent topic and engage in dialogue about its implications. A recent open forum concerned the budget. The College recognized that its assessments of budget stability were not being widely understood or accepted, and invited an outside expert to give a presentation on budgetary issues and invited the campus community to participate. The presenter, a president from a nearby College, showed how College budgets were constructed and provided documentation that compared fiscal indicators to other Colleges. This example illustrates MPC's efforts to provide clear communication on issues critical to the success of the institution, especially when indications of misperception and misunderstanding had arisen [IB8.14].

Shared Understanding of Strengths and Weaknesses

Current College processes for communicating and disseminating information rely heavily on committee representatives reporting to their constituencies on a regular basis. In practice, this "reporting back" step may be somewhat inconsistent in terms of both frequency and amount of detail. The process works best in groups with divisional representation, such as the Academic Senate and the advisory groups. In these groups, representatives have an opportunity to provide reports to their divisional peers at division or area meetings. In contrast, members of groups such as the College Council represent broad constituencies, such as all faculty, classified, or management staff. The College currently does not have an effective mechanism for communicating items discussed at these meetings broadly throughout the campus community, beyond posting minutes of the meetings. Significantly, the most frequent discussions of the results of assessment and evaluation occur at College Council and during presentations at monthly Governing Board meetings. While minutes of these meetings include links to the presentations of evaluation results, it is questionable whether minutes alone are sufficient to communicate shared understanding of institutional strengths and weaknesses to those who do not attend these meetings.

Responses to the 2014 Faculty & Staff Accreditation Survey indicate that the majority of the campus community has an understanding of the processes used by the institution to set priorities, and is keenly aware that dialogue related to assessment (particularly assessment of student learning) occurs on campus. However, fewer survey respondents reported an awareness of where to look for institutional-level assessment results or other information about institutional strengths and weaknesses. Survey results suggest that additional methods of communicating about assessment and evaluation results and discussions (i.e., in addition to "reporting back" from committee meetings) would be helpful. Embedding documents containing assessment and

evaluation results directly into tools used for institutional planning will help to increase shared understanding of strengths and areas for improvement.

72.7% of survey participants agreed with the statement that "MPC uses evidence to assess progress toward its goals and objectives," and 69.9% of respondents agreed with the statement "I know what progress MPC has made in accomplishing its goals during the last few years." However, only 51.7% of respondents believed that "the institution uses assessment data to inform resource allocation decisions," and only 56.5% reported that "assessments of student learning and institution quality/effectiveness are available for me to review" [IB8.15].

Conclusion: Monterey Peninsula College meets Standard I.B.8; however, there are opportunities for continued improvement in this area. Although assessment and evaluation results are discussed regularly at College Council, the Academic Senate, and advisory groups, the College does not have effective practices for communicating the results to smaller groups or the campus at large. This may lead to confusion about institutional priorities and rationale behind decisions.

Evidence Cited

IB8.1 Planning and Resource Allocation Process
IB8.2 Integrated Planning Model
IB8.3 Program Reflections Compilations, 2010-2015
  a. 2010-2011
  b. 2011-2012
  c. 2012-2013
  d. 2013-2014
  e. 2014-2015
IB8.4 Program Reflections Summary, 2014
IB8.5 College Council minutes, 9/23/14
IB8.6 Nursing Program Review
IB8.7 College Council minutes, 6/23/15
IB8.8 Governing Board Minutes, 6/24/15
IB8.9 OIR Presentation: 2015 Institution-set Standards
IB8.10 OIR Presentation: Setting IEPI Goals
IB8.11 OIR Student Success Reporting Calendars, 13/14 – 15/16
IB8.12 OIR Presentation: Student Equity Plan, Part II
IB8.13 Technology Plan
IB8.14 Open Forum on Budget
IB8.15 2014 Faculty & Staff Accreditation Survey

I.B.9 **The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

- The College engages in continuous, broad-based, systematic evaluation and planning to ensure that resources are used wisely in support of the institutional mission and academic quality. The College's Integrated Planning Model [IB9.1] and Planning and Resource Allocation Process model [IB9.2] outline promote shared understanding of the College's planning processes.
- Key processes that support integrated planning and resource allocation include Program Review, Program Reflections, and updates to institutional and unit action plans [IB7, IB8, IB9].

Analysis and Evaluation:

Monterey Peninsula College engages in continuous, broad-based, systematic evaluation and planning to ensure that resources are used wisely in support of the institutional mission and academic quality. Key planning processes include review of the mission and Institutional Goals, which establishes the foundation of the Education Master Plan; Program Review; Program Reflections; and updates to institutional and unit action plans, which inform the planning and resource allocation process. The College's Integrated Planning Model [IB9.1], as well as the Planning and Resource Allocation Process model [IB9.2], help all members of the campus community understand and appreciate the College's planning processes.

MPC's Integrated Planning Model

Integrated planning activities at Monterey Peninsula College generally fall into one of two cycles: a long-term (six-year) cycle of strategic planning, or an annual cycle of planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the Institutional Goals that enable the fulfillment of MPC's institutional mission.

Long-term strategic planning at MPC follows a six-year cycle of mission review and strategic planning [IB9.1]. The multi-year cycle mirrors the program review processes followed by individual divisions and service areas of the College at the institutional level, which supports communication and understanding of the cycle. Short-term planning and resource allocation

follows an annual cycle that includes development of the budget for the upcoming fiscal year, as well as consideration and implementation of shorter-term goals and objectives.

College decision-making processes reflect this planning cycle. For example, during the 2013-2014 academic year, College Council reviewed the College's mission and institutional goals, and recommended small revisions to the Superintendent/President [IB9.3, item 5]. Based on the Superintendent/President's recommendation, the Board reviewed and supported revisions to the mission statement, recognizing that the mission statement emphasizes student learning and achievement within the College's diverse community [IB9.4]. The mission provides not only a clear and concise description of the College's charge; it also acts as a foundation for the College's Institutional Goals and objectives.

Following its review of the College's mission, College Council created new Institutional Goals and objectives relevant to the College's mission, state and federal regulations, community needs, and accreditation standards. Each goal includes measurable objectives that indicate the actions the College will take in order to meet the goal [IB9.5]. As noted in Standard I.B.5, revising the Institutional Goals and setting measurable objectives improves the institution's evaluation of progress against its Institutional Goals during the remainder of the current Education Master Plan term (2012-2017) [IB9.6]. This change allows for an annual evaluation of progress towards objectives directly linked to Institutional Goals.

The Integrated Planning Model also provides a framework for the significant processes related to College planning, including an annual review of progress toward institutional goals and objectives. College Council receives a progress report on the institutional goals and objectives. The progress reports allow for ongoing monitoring and evaluation of the degree to which the College fulfills its mission. Likewise, Individual units at the College establish and make progress toward their own goals and objectives that support the institutional mission and Goals. Unit goals, objectives, and resource needs (both short and long-term) are documented in program review, program reflections, and program review updates/action plans [see IB9.7a-c, linked below; IB9.8, IB9.9a].

Each unit at the College completes a comprehensive program review every six years. To ensure an emphasis on student learning, the College created templates for each of the three broad administrative units at the College: Academic Affairs, Administrative Services, and Student Services [IB9.7a, IB9.7b, IB9.7c]. Each template includes a description of the review process, calendar, and specific elements relevant to the units' primary mission, including alignment with the College mission, program vitality/services, learning or service area outcomes, and staffing levels. Program review reports provide the foundation for each unit's action plan, which includes both budget-dependent and non-budget dependent items that support each unit's goals as they relate to the College's goals and objectives. Budget-dependent needs in particular inform

short and long-range planning and allocation of human, physical, technology, and/or financial resources. More detail about the program review process is given in Standard I.B.5.

The Planning and Resource Allocation Process

The College's annual Planning Resource Allocation Process supports integrated planning on an annual cycle. Action plans, critical for resource allocation in support of both short and long-term planning, require unit members and institutional leaders to tie funding requests and non-budget dependent items to the College's mission and institutional goals and objectives [IB9.9a, IB9b].

Broadly speaking, the annual Planning and Resource Allocation Process includes two categories of activities:

- Gather/evaluate information to inform planning discussions
    - Evaluate and discuss student learning and achievement data from the previous academic year.
    - Evaluate and discuss progress towards institutional goals and objectives.
    - Evaluate and discuss information about the previous year's budget and resource allocation.
    - Gather and share information about external factors that will inform current resource allocation and budget development activities.
- Allocate resources based on prioritized areas of need
    - Prepare annual updates/action plans.
    - Begin discussing resource allocation priorities.
    - Recommend resource allocation priorities to Superintendent/President.

During its institutional self-evaluation, the College determined that its method of organizing and communicating the data supporting short and long term planning efforts (including data in program review and action plans) were housed in separate, "siloed" systems and documents. As noted above, unit program review updates, action plans, and Reflections documents are particularly important for integrated planning and resource allocation efforts. However, the information in these documents are not easily accessible, making it more challenging and time-consuming to link unit needs to integrated planning and allocation of resources. In essence, the College determined that institutional process encapsulated within the Planning and Resource Allocation Process worked well in theory, but were not as effective in practice due to the availability of data and in visualizing connections between the various components [IB9.11]. To strengthen the effectiveness of its integrated planning processes, the College decided to implement an institutional performance management system (TracDat) [IB9.12]. TracDat implementation is in process as of fall 2015. Both action plan and program review processes are slated to be in place by the end of the 2016-2017 academic year (see QFE Project #2).

A substantial number of College members understand and support MPC's integrated planning model. In the 2014 Faculty and Staff Accreditation Survey, a majority of respondents strongly or somewhat agreed with the following statements [IB9.13]:

- I know my area's program review and action plans are integrated into the College's planning and resource allocation process. (70.4%)
- MPC has clearly-defined, specific institutional goals and objectives. (80.5%)
- The institution allocates resources to improve student learning. (73.9%)

In 2014, the College began revising its 2009 Shared Governance Handbook into a Shared Governance and Integrated Planning Handbook. This document was intended a guide to institutional decision-making and integrated planning processes. Prior to approval of the revised handbook, however, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations [IB9.14]. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve efficiency, flexibility, and timeliness of decisions in support of integrated planning. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes. As part of this task, the work group has been charged with producing two new handbooks to document decision-making processes, governance structures, and integrated planning processes [IB9.15]. The College anticipates the draft of the new Integrated Planning Handbook in fall 2016.

Conclusion: Monterey Peninsula College meets Standard I.B.9.

Actionable Improvement Plans

The College will implement tools and revise processes to improve Planning and Resource Allocation Process and more effectively connect data elements in SLO/SAO assessments, annual action plans, program review, and resource allocation with institutional goals.

Evidence Cited:

IB9.1 Integrated Planning Model
IB9.2 Planning and Resource Allocation Process
IB9.3 College Council recommendations re: Mission and Institutional Goals
IB9.4 Board Meeting Minutes, 10/22/14
IB9.5 Institutional Action Plan
IB9.6 Education Master Plan (2012-2017)
IB9.7 Program Review Templates
  a. Academic Affairs
  b. Administrative Services
  c. Student Services
IB9.8 Program Reflections Template
IB9.9 Program Review Annual Update/Action Plan Template

IB9.10 College Council Bylaws
IB9.11 Rationale for TracDat
IB9.12 College Council minutes, 6/9/15
IB9.13 2014 Faculty and Staff Accreditation Survey
IB9.14 College Council Minutes, 2/9/16
IB9.15 CBT Workgroups: Governance & Integrated Planning

Standard IC: Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

- The College represents itself accurately to all students (potential, current, and alumni), personnel, and interested parties. The College publishes information related to the Mission Statement, learning outcomes, educational programs, and student support services in multiple publications, including the College Catalog, Schedule of Classes, and campus website [IC1.1-12, IC1.14].
- Both the College Catalog and the MPC website include a statement of the College's status with all of its accreditors [IC1.13].
- The Office of Institutional Research provides current and accurate information related to student achievement on its website, including links the Student Success Scorecard and other achievement data available from the data State Chancellor's Office [IC1.15].

Analysis and Evaluation

Ensuring Accuracy

The College assures the clarity, accuracy, and integrity of information published in multiple publications by using the Catalog as the official source for information about the College and its programs and services as much as possible. Once the Catalog Review Committee approves the content of the Catalog, the campus can use the Catalog as master copy for other publications, including the campus website and brochures. The College reviews the catalog annually following a multi-stage, multi-person process that helps to ensure the accuracy and integrity of information printed [IC1.4a, IC14.b]. (Standard I.C.2 provides more detail about the Catalog review process.)

The College uses its website to communicate information about the College and its programs, services, and community. The website uses the College Catalog as its source for information on policy and procedures concerning students. In these cases, web content either replicates information printed in the Catalog or directs users to the Catalog itself. For example, information on the website concerning fees and refunds of fees [IC1.5a] replicates the information provided on pages 14-15 of the College catalog [IC1.5b, p. 14-15].

Personnel in each department, unit, or function have responsibility for maintaining the accuracy and integrity of information on its own set of webpages. For example, the Director of Admissions & Records ensures that the information on fees and refunds matches the College catalog. While the ultimate responsibility for the accuracy and integrity of the website currently rests in the President's Office, the College Webmaster plays a role, as well. The Webmaster helps ensure clarity, accuracy, and integrity of information published on the website by training personnel on how to use the website Content Management System (CMS) to update webpages. The Webmaster also maintains familiarity with the information presented across the website in order to point out areas that may require attention. For example, the Webmaster noticed that multiple departments were sharing information about scholarships on their webpages. Dialogue among the departments led to a decision to publish scholarship information only on one page in the Financial Aid section of the website, with the understanding that other departments would link directly to that page [IC1.6]. As a result, the College only has to maintain the information in one place, which helps to assure accuracy and integrity in a more effective manner.

Clarity, Accuracy, and Integrity of Information: Mission Statement

The College regularly reviews the mission statement through shared governance processes, as described in Standard I.A.4. The Office of the President and the Webmaster ensure that the Board-approved mission statement appears consistently through all publications, including the campus website [IC1.1; IC1.2a-c, linked below; IC1.3a-c, linked below].

Clarity, Accuracy, and Integrity of Information: Learning Outcomes

The College provides information about learning outcomes to students, prospective students, personnel, and other interested parties through several channels [IC1.1]. The College Catalog lists Program-level Student Learning Outcomes (PLOs) for each degree and certificate program. To ensure accuracy the Catalog Committee reviews the PLOs against the College's curriculum management system (CurricUNET), and provides opportunities for each instructional area to review the information, as well. The Catalog also lists General Education Learning Outcomes, which serve as the College's Institutional Learning Outcomes [IC1.7, p. 55].

The College requires the publication of course-level Student Learning Outcomes (SLOs) on course syllabi. Each semester, staff in the Office of Academic Affairs confirms that the SLOs published on each syllabi match the SLOs listed for the course in CurricUNET. Faculty and college personnel have access to course-level SLOs through CurricUNET. Standard I.C.3 discusses the clarity and accuracy of information regarding SLOs with more detail.

Clarity, Accuracy, and Integrity of Information: Educational Programs

The College provides clear and accurate information about its educational programs through the Catalog, Schedule of Classes, and individual program websites. The Catalog review process [IC1.4a, IC1.4b] provides multiple opportunities to ensure clear and accurate information about

each program appears in the Catalog. The practice of using the Catalog as the primary source of information for other publications (including the website) helps the College communicate consistently, as well. The Mathematics web site, for example, contains information about its courses taken directly from the Catalog [IC1.9a, IC1.9b, p. 206]. College personnel maintain consistency and integrity of the course and program descriptions themselves through the curriculum approval process described in Standard IIA.

The College ensures the clarity, accuracy, and integrity of its Schedule of Classes following a process with three rounds of content review [IC1.10]. Area and department leads (including department heads, Division Chairs, and area Deans) review a draft schedule prepared by the Scheduling Technician. Area leads make corrections on the draft and return changes to the Scheduling Technician. The Scheduling Technician revises the draft based on this feedback and sends the updated draft out for a second review. After receiving revisions from the area leads, the Scheduling Technician works in collaboration with a Graphic Designer to coordinate the final publication. The Vice President of Academic Affairs reviews the final draft and gives approval for its publication.

Distance Education (DE) information is provided in two places: the schedule published for each semester and the MPC Online website. Both the printed schedule and the online schedule have separate sections listing the online class sections for that semester [IC1.11a, IC1.11b]. Students can peruse online courses exclusively as options to meet their educational needs. The MPC Online website shows all courses and programs approved to be offered online at MPC [IC1.12]. This list is based on the MPC catalog and is updated manually by MPC Online personnel whenever a new catalog is released.

Clarity, Accuracy, and Integrity of Information: Student Support Services

The College provides information regarding student support services through the College Catalog, Schedule of Classes, website, and student orientation processes. As with other information, the institution uses the College Catalog as the master information source to help ensure clarity, accuracy, and integrity. The Vice President of Student Services has the ultimate responsibility for the accuracy and integrity of Student Services information.

Areas for Improvement

As part of its self-evaluation processes, the College administers the Noel-Levitz Student Satisfaction Index (SSI) survey [IC1.13a, IC1.13b]. Several items in the survey relate to students' perceptions about the clarity, accuracy, and integrity of information they have received. The table below summarizes the scores for these items from 2014 and 2009 and compares them to compares them to national community college mean scores. All items have a maximum score of 7.00.

Survey Item	2014 score	2009 score	National CC score
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.08	5.07	5.28
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.34	5.68	5.51
59. New student orientation services help students adjust to college.	5.14	5.17	5.38
63. I seldom get the "run-around" when seeking information on this campus.	5.06	5.16	5.16
66. Program requirements are clear and reasonable.	5.47	5.61	5.63
Data source: Noel-Levitz SSI results: 2014 vs 2009; Noel-Levitz SSI results: 2014 vs National			

These data indicate that students' perceptions of information they receive have become less favorable since 2009 and now lie below the national average. While the MPC has both formal and informal practices in place to ensure the clarity, accuracy, and integrity of information, these results suggest room for improvement.

Conclusion: Monterey Peninsula College meets Standard I.C.1 and ER 20; however, the self-evaluation reveals room for improvement. Formalizing and documenting informal practices will help the College communicate information more effectively.

Evidence Cited

ICI.1 2015-2016 College Catalog

ICI.2 2015-2016 Schedule of Classes
- a. Fall 2015
- b. Early Spring 2016
- c. Spring 2016

ICI.3 Campus Website
- a. Catalog/Schedule
- b. Mission
- c. Academic Affairs Programs
- d. Student Service Programs

ICI.4 Catalog Review Process
- a. 2015-2016 Catalog review memo
- b. Timeline for Catalog review

IC1.5 Integrity of information regarding fees & refunds
- a. Website information on fees & refunds
- b. 2015-2016 College Catalog, p. 14-15

IC1.6 Scholarship Information on the Website

IC1.7 General Education Outcomes in 2015-2016 College Catalog, p. 55

IC1.8 Program Reflections compilations, 2010-2105
- a. 2010-2011
- b. 2011-2012
- c. 2012-2013
- d. 2013-2014
- e. 2014-2015

IC1.9 Integrity of Program Information
   a. Course descriptions, Math Department website
   b. Course descriptions for Mathematics, 2015-2016 Catalog (p. 206)
IC1.10 Schedule Development Timeline, 2015-2016
IC1.11 Integrity of Distance Education information
   a. Online Classes, listed in printed schedule (Spring 2016)
   b. Online Courses, listed on online schedule (Spring 2016)
IC1.12 List of online courses, MPC Online
IC1.13 Noel-Levitz Student Satisfaction Index Survey
   a. 2014 vs 2009 Results
   b. MPC vs. National SSI Results
IC1.14 Accredited Status
   a. 2015-2016 College Catalog, p. 2
   b. MPC Accreditation website
IC1.15 Student Achievement Data, OIR Website

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

- Monterey Peninsula College publishes a catalog for current and prospective students, and has processes in place to ensure the accuracy and currency of general information, requirements, and policies that affect students [IC2.1, IC2.3, IC2.4 – IC2.6].
- Current and past editions of the catalog are available online [IC2.2].
- MPC's Catalog includes information about all facts, requirements, policies, and procedures listed in the Commission's "Catalog Requirements" appendix, as documented in the Catalog Requirements Crosswalk [IC2.4].

Analysis and Evaluation

MPC publishes an annual College Catalog each year in order to provide information about the College to current and prospective students [IC2.1]. The College's Catalog review procedures (described in detail below) ensure that the annual College Catalog contains precise, accurate, and current information. When changes in policies, procedures, or course information occur between annual Catalog publications, the College produces a Catalog supplement with updated information. The College publishes the Catalog (and any Catalog supplements) on the Catalog and Course Schedules web page [IC2.2]. The College no longer prints hard copies of the Catalog for sale, but does make hard copies available for reference purposes at the Admissions & Records Office and the Library's reference desk. Past years' Catalogs are available online and in the Library. The Catalog also indicates which courses can be taken in an online format, for current and prospective students interested in Distance Education courses.

Catalog Review Process

The MPC Catalog Committee reviews the College Catalog annually and prepares it for publication. During the review process, the Catalog Technician sends each unit and department copies of Catalog pages related to their programs and/or services [IC2.3a] and a detailed production calendar that outlines the review timeline and deadlines for publication [IC2.3b]. Area leads (including department chairs, managers, Division chairs, and Deans) review their content and returns the pages with any necessary corrections. The Catalog Committee then reviews the entire draft of the Catalog. The committee membership consists of Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Services, deans of instruction, Director of Admissions and Records, Academic Curriculum Scheduling and Catalog Technician, counseling faculty, and Chair of the Curriculum Advisory Committee. The committee examines the draft to ensure accuracy, clarity, and currency of information; they also check for spelling, grammar, and structural components in areas of shared content responsibility.

The multi-stage and multi-person review process helps to ensure that the Catalog contains accurate, current, and precise information. The process also provides each department with ample time to review its content and make changes. For example, in spring 2015 the Catalog Technician corresponded with the English Department Chair about a revised diagram designed to explain a new sequence of English courses to students, and changes were included in the 2015-2016 Catalog [IC2.5a, p. 166; IC2.5b, p. 170].

Occasionally, changes in policies, procedures, or course information occur between annual Catalog publications. In these cases, the College produces a Catalog supplement with updated information to maintain accuracy and currency. For example, the 2013-2014 Catalog included all Associate Degrees for Transfer (ADTs) approved at the time of Catalog publication in summer 2013. In fall 2013, the College published a supplement listing ADTs approved after the Catalog publication date [IC2.6, p.3].

Areas for Improvement

As part of its self-evaluation processes, the College administers the Noel-Levitz Student Satisfaction Index (SSI) survey. Several items in the survey relate to students' perceptions about the accuracy and currency of information in the Catalog. The table below summarizes the scores for these items from 2014 and 2009 and compares them to national community college mean scores. All items have a maximum score of 7.00.

Survey Item	2014 score	2009 score	National CC score
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.34	5.68	5.51
66. Program requirements are clear and reasonable.	5.47	5.61	5.63
[Data source: Noel-Levitz SSI results: 2014 vs 2009 [IC2.7a]; Noel-Levitz SSI results: 2014 vs National [IC2.7b]			

In addition, the 2014 Accreditation Faculty and Staff Survey indicated that only 69% of faculty and staff agreed with the statement that MPC's Catalog is easy to understand, complete, and accurate [IC2.8].

Conclusion: Monterey Peninsula College meets Standard I.C.2; however, Noel-Levitz SSI results suggest the College could make further improvements with regard to the clarity and presentation of the information in the Catalog.

Evidence Cited

IC2.1 2015-2016 College Catalog
IC2.2 MPC Website, Catalog/Schedule Page
IC2.3 Catalog Review Process
  a. 2015-2016 Catalog review memo
  b. Timeline for Catalog review
IC2.4 Catalog Requirements Crosswalk
IC2.5 Catalog Review Effectiveness Examples
  a. English Sequence, 2014-2015 Catalog, p. 166
  b. English Sequence, 2015-2016 Catalog, p. 170
IC2.6 Catalog Supplement, Fall 2013 (p. 3-7)
IC2.7 Noel-Levitz Student Satisfaction Index Survey
  a. 2014 vs. 2009 Results
  b. MPC vs. National Results
IC2.7 2014 Faculty and Staff Accreditation Survey

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

- The College publishes data related to student learning assessment on the Student Learning Outcomes webpage [IC3.1, IC3.2], and within Program Review [IC3.3]
- The Office of Institutional Research publishes analysis of student achievement data and links to achievement data sources on its website [IC3.4], and provides regular reports to campus committees and the Board of Trustees regarding student achievement data [IC3.5 – IC3.8].
- In addition to the student learning and achievement data available on the campus website, the College communicates matters of academic quality to external constituencies through the annual President's Addresses to the Community [IC3.9].

Analysis and Evaluation

The College documents results of learning outcome assessment as part of its Reflections process, as described in Standards [I.B and IIA]. Instructors document the assessment of course-level

Student Learning Outcomes (SLOs) through the Instructor Reflections process. Internal audiences can view Instructor Reflections data on the College intranet site [IC3.1]. MPC's Program Reflections process documents annual dialogue around outcome attainment that occurs at the level of the program, department, discipline, or service area. Once individual Program Reflections results have been compiled, the SLO Coordinator posts the compilation on the College's Academic Senate website, where it is available to both internal and external audiences [IC3.2].

The College also documents assessment results and student achievement data into its Program Review. Division chairs or student services administrators present Program Review summaries to governance committees and to the Board of Trustees. Program Review documents are posted on the College website for all internal and external constituencies [IC3.3].

The College uses documented student achievement reports, including the Student Success Scorecard, Institution-set Standards, Institutional Effectiveness Partnership Initiative (IEPI) goals, and gainful employment data to communicate matters of academic quality to internal and external audiences. The Office of Institutional Research (OIR) publishes links to publicly available sources for student achievement data (e.g., Student Success Scorecard, Chancellor's Office DataMart) on its website [IC3.4]. OIR also provides frequent reports on student success and achievement. Reports focus on topics such as the Student Success Scorecard, the Institution-set Standards, and the Institutional Effectiveness Partnership Initiative goals [IC3.5a, IC3.5b, IC3.5c], and are given to campus committees [IC3.6, p. 2-3; IC3.7, p. 3] and the Board of Trustees [IC3.8, p. 9]. These reports are one of the more visible ways in which the institution communicates matters of academic quality to campus committees and the Board of Trustees. OIR makes copies of its reports available to both internal and external constituencies through its website.

The annual President's Address to the Community is another means by which the College communicates with the community. Hosted by the Monterey Peninsula College Foundation, this event brings College, community, and local government leaders together and provides an opportunity for the College President to inform the community about the current state of the College, including information about student success and achievement [IC3.9]. The event is videoed and broadcast on the local public television station following the event.

MPC has a variety of mechanisms in place to use student learning and student achievement data to communicate matters of academic quality to a variety of constituencies. The results of the self-evaluation show, however, that the mechanisms may not be communicating the results effectively. Students and community members, for example, may not read the Student Success Scorecard or departmental program reviews. Results of the 2014 Faculty and Staff Accreditation Survey suggest that internal constituencies are either not aware of where to look for this type of

academic quality information or unaware of what it represents. Despite public postings of assessment results and student achievement information, only 57% of respondents agreed with the statement "assessments of student learning and institution quality/effectiveness are available for me to review." In addition, only 33% of respondents responded favorably to the statement "The Board and College administration communicate effectively and exchange information in a timely and efficient manner" [IC3.10].

In fall 2015, the College licensed the institutional performance management system TracDat, which when complete, will collect assessment results for aggregate reporting and display disaggregated student achievement data (see QFE Action Project 2). The College expects that this will facilitate better communication about assessment and achievement data for all constituencies.

Conclusion: Monterey Peninsula College meets Standard I.C.3. The College anticipates that institution's effectiveness with regard to this standard will continue to increase as it moves forward with QFE Project #2.

Evidence Cited

IC3.1 Instructor Reflections Site (MyMPC login required)
IC3.2 Program Reflections Website
IC3.3 Program Review website
IC3.4 OIR Website
IC3.5 Example OIR Student Achievement Reports
  a. Student Success Scorecard Presentation, 6/16/15
  b. Institution-set Standards Report, 6/16/15
  c. IEPI Goals Report, Spring 2015
IC3.6 College Council Minutes, 5/12/2015 (pp. 2-3)
IC3.7 Academic Senate Minutes, 5/21/2015 (p.3)
IC3.8 Board of Trustees Minutes, 3/25/2015 (item 16A, p. 9)
IC3.9 President's Address to the Community
IC3.10 2014 Faculty and Staff Accreditation Survey

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected student learning outcomes.

Evidence of Meeting the Standard

- The College describes each of its degrees and certificates in terms of their purpose, content, course requirements, and expected program-level student learning outcomes in the College Catalog and on program-specific websites, as well as through major advising sheets [IC4.1 – IC4.3].

Analysis and Evaluation

As an example of how program requirements are described in terms of their purpose, content, course requirements, and learning outcomes, Catalog information for the Automotive Technology program is shown in the following table. Each component of the program description is included within the Automotive Technology sections of the program. Students are also referred to the general degree requirements listed on pages (53-56) [IC4.1].

Catalog Description of Automotive Technology Certificates and Degrees in 2015-2016 Catalog		
Component of Automotive Technology program	**Description**	**pages**
Available certificates and degrees	Automotive Technology offers four one-semester certificates of training, one certificate of achievement, and an AA degree	57
Purpose of the program	• Automotive Technology Degree and Certificate of achievement: "MPC's Automotive Technology Program is designed to prepare students for entry-level positions in automotive dealerships, independent repair facilities, customizing shops and other auto-related industries. The program also offers technical training for automotive professionals who seek to upgrade their technical skills and knowledge" • Purposes of the four one-semester certificates of training appear in following sections.	72-73
course requirements	Specific courses for each certificate and degree are listed.	72-73
content	The content of each course is listed in the Automotive Technology course description section.	142-144
student learning outcomes	• "Demonstrate the necessary skills and work habits for entry-level employment and advancement in trades associated with automotive maintenance and repair. • Program SLOs for each of the four one-semester certificate of trainings appear in following sections	72-73
Source: 2015-2016 College Catalog		

As with all programs at MPC, the Automotive Technology program is also described on the program's website [IC4.2]. An additional web-based source of information about programmatic requirements is the Counseling Department's Major Advising Sheets, which list programmatic requirements for each of the College's programs, again taken directly from the College Catalog. These informative worksheets serve to give prospective students a clear picture of major specific degree and certificate requirements, while serving as a roadmap for current students on their path toward a degree or certificate [IC4.3].

Faculty include course-level SLOs in each syllabus, regardless of the mode of delivery for the course [IC4.4, p. 32]. Staff in the Office of Academic Affairs review syllabi each semester to confirm that SLOs on the syllabus match the SLOs on the official Course Outline of Record.

On the Noel-Levitz Student Satisfaction Inventory item "Program requirements are clear and reasonable," students gave a rating of 5.47 out of 7.00. These results are 0.14 points lower than in the 2009 survey and 0.16 points lower than an average of national community colleges [IC4.5a, IC4.5b].

Conclusion: Monterey Peninsula College meets Standard I.C.4; however, there are opportunities for continued improvement in this area. Noel-Levitz survey results indicate that the institution may want to investigate ways to communicate programmatic requirements in a manner that is more easily understood by students.

Evidence Cited

IC4.1 2015-2016 College Catalog
IC4.2 Automotive Technology website
IC4.3 Sample Major Advising Sheets
IC4.3 2015-2016 Faculty Handbook, p. 32
IC4.5 Noel-Levitz SSI Results related to program requirements
a. 2014 vs 2009, p. 10
b. MPC vs National, p. 7

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

- The College publishes the mission, information about programs, and services in its College Catalog and on its website, along with information about its institutional policies and procedures [IC5.1]
- The College has established procedures for review of the Catalog and schedule to ensure integrity of the information related to the mission, programs, and services [IC5.2].

Analysis and Evaluation

MPC reviews and revises (if needed) its policies, procedures, and publications regularly. Individual units and/or committees review operational procedures within their purview, and recommend revision or updates when warranted. For example, the Academic Senate discusses policies and procedures involving academic and professional matters. College Council recommends proposed revisions to major policies or procedures to the Superintendent/President after review and discussion.

Review and revision of procedures exclusive of Board Policy, such as curriculum development procedures and program review processes, occurs through the College's participatory governance structure (see Standard I.B.7). Review and revision of Board policy is evaluated in

more detail in Standard IV.C.7. The institution reviews the mission itself every three years (see Standard I.A.4).

The institution has a standing practice that published information concerning students—regardless of where or through what channels the information is published—is based on the information provided in the College Catalog [IC5.1]. To ensure integrity of information, a multi-discipline group comprised of representatives from Student Services and Academic Affairs reviews the catalog annually [IC5.2a, IC5.2b]

Conclusion: Monterey Peninsula College meets Standard I.C.5.

Evidence Cited

IC5.1 2015-2016 College Catalog
IC5.2 Catalog Review Process
- a. 2015-2016 Catalog Review Memo
- b. Timeline for Catalog Review

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

- Monterey Peninsula College informs current and prospective students about the total cost of their education through the College Catalog, schedule of classes, information on the Admissions & Records and Student Financial Services websites, and gainful employment information posted on instructional program websites [IC6.1 – IC6.10].

Analysis and Evaluation

The College's multi-channel approach to the dissemination of information regarding the total cost of education allows students to find the information through different paths. Students familiar with financial aid may look for fee information directly from the Student Financial Services website, while others may see the information as they review the schedule of classes.

College Catalog

The College Catalog includes information about tuition, fees, and other required expenses (e.g., textbooks, instructional materials, parking, etc.) that students may be required to pay. The amount of each fee is listed, along with an explanation of the fee and information about relevant fee waivers and refund processes [IC6.1, p. 14-15]. The accuracy of the information is verified during the annual Catalog review process, as described in Standard I.C.2.

Schedule of Classes
The General Information section of the Schedule of Classes includes information about enrollment fee, nonresident tuition, student center use fee, student body fee, health fee, materials charge, parking permit fee, Child Development Center donation, and student representation fee [IC6.2].

Admissions and Records
The Admissions & Records department website offers a fee chart for quick reference for students. The chart highlights the State Ed. Code regarding each fee, the fee amount, the population the fees apply to and refund information specific to each amount. The fees listed on the fee chart are the same as those in the College Catalog [IC6.3].

Student Financial Services
The Student Financial Services department website offers information to current and prospective students regarding the cost of education at MPC. The Financial Aid 101 tutorial contains a "Cost of Attendance" section that outlines standardized budgets from the California Community College chancellor's Office. These budgets include charts outlining the expected costs associated with tuition and fees, room and board, books and supplies, transportation and personal expenses. The total annual costs range from $15,021 to $26,145 depending on whether the student is living at home with family or living on their own. Costs are substantially higher for non-California students, as indicated on the website. The website also offers a more detailed estimate through a "Net Price Calculator" in which students answer a series of questions to obtain a more finely tuned cost estimate for their specific situation [IC6.4].

The majority of MPC students require financial aid. Complete information about how to lower the total costs is included on the Financial Aid website. Information included here includes applications, requirements to receive financial aid, and timelines [IC6.5].

WebReg Portal
The MPC student portal, WebReg, informs all current students of the fees assessed to their account. Current students may review their fees at any time. Each fee and the corresponding amount are listed as well as the status of the fee in regards to payment [IC6.6].

Cost of Textbooks
The estimated cost of textbooks generalized at the institutional level is available on the Financial Aid website. In its "Cost of Attendance" website, estimated costs of books and supplies are given as $1764 [IC6.4]. Estimated costs of textbooks generalized at the programmatic level are provided on departmental web pages that describe specific CTE programs. Gainful employment information includes estimated program costs, including books and supplies [IC6.7a, IC6.7b].

The MPC Bookstore provides information about the cost of assigned textbook(s) for specific classes. Students may access this information by looking up their courses directly on the MPC Bookstore website. Links to the MPC Bookstore are provided in WebReg descriptions of each class, so that students can view textbooks and costs as they register for courses [IC6.8, examples 1-4].

Cost of Instructional Materials

Some courses require small materials fees to cover materials to produce an end product in the class or lab that has continuing value to students outside the classroom or lab [IC6.9, p. 14]. For those courses that require a supplies fee, information about the costs is provided in the printed Schedule of Classes and in WebReg.

Conclusion: Monterey Peninsula College meets Standard I.C.6.

Evidence Cited

IC6.1 2015-2016 College Catalog, p. 14-15
IC6.2 Schedule General Information, p. 7
IC6.3 Admissions & Records Fee Chart, Spring 2016
IC6.4 Financial Aid 101 Website: Cost of Attendance
IC6.5 Financial Aid Website
IC6.6 Sample WebReg Fee Displays
IC6.7 CTE Textbook Cost examples
  a. Nursing
  b. Automotive Technology
IC6.8 Sample Bookstore Cost Information
IC6.9 2015-2016 College Catalog: Materials Fee Explanation, p. 14

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

- College Board Policies on Academic Freedom and Student Rights and Responsibilities clearly state the institution's commitment to an atmosphere conducive to intellectual freedom and the free pursuit and dissemination of ideas [IC7.1 - IC7.3]

Analysis and Evaluation

Board Policy 3120: Academic Freedom addresses the importance of academic freedom for both instructors and students [IC7.1a]. This policy clearly states the institution's commitment to the

free pursuit of knowledge and support for an atmosphere in which intellectual freedom and independence exist. The Faculty Handbook includes a summary of this policy and a link to the Board Policies website where the full statement can be found to promote awareness of the policy [IC7.2, p. 8].

Board Policy: 4310: Student Rights and Responsibilities protects students' freedom of expression and inquiry and establishes expectations against improper evaluation in the classroom [IC71.b]. Both the College Catalog and the College website contain additional detail about students' rights and responsibilities. This information emphasizes the balance between students' right to hold independent beliefs and views and their responsibility to demonstrate standards of academic performance [IC7.3a, IC7.3b].

In the 2014 Faculty and Staff Accreditation Survey, College personnel responded positively to several statements regarding academic freedom, including "I am aware of MPC's Academic Freedom Policy" (63%) and "I can openly present divergent opinions in my courses" (89%) [IC7.4]. These results suggest that academic freedom and student responsibility policies are well communicated and employed at the College.

Conclusion: Monterey Peninsula College meets Standard I.C.7.

Evidence Cited

IC7.1 Board Policies Pertaining to Academic Freedom
- a. Board Policy 4030: Academic Freedom
- b. Board Policy 4310: Students Rights and Responsibilities

IC7.2 Faculty Handbook: Academic Freedom, p. 8

IC7.3 Student Rights and Responsibilities
- a. 2015-2016 College Catalog: Student Rights and Responsibilities, p. 42
- b. College Website: Student Rights and Responsibilities

IC7.4 2014 Faculty and Staff Accreditation Survey

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

- The College has established Board Policies and institutional procedures in place that promote honesty, responsibility, and academic integrity and specify consequences for dishonesty [IC8.1 – IC8.4].
- Students taking courses via MPC Online must log in using a unique username and password linked to their student ID number. Students must agree to abide by campus policies regarding academic integrity as they log in [IC8.5].

Analysis and Evaluation

The College has established Board policies and institutional procedures promote honesty, responsibility, and academic integrity. Board Policy 4133: Plagiarism and Cheating focuses directly on appropriate student behavior and specifies that disciplinary action will be taken against students who violate the standards [IC8.1a]. Board Policy 4310: Student Rights and Responsibilities affirms the responsibility of the institution to provide the student with confidentiality of records, rights of freedom of association, and participation in student government [IC8.1b].

The College publishes its procedures and expectations related to honesty, responsibility, and academic integrity in the College Catalog and on the College website [IC8.2a, p. 42; IC8.2b; IC8.3, p. 43-45]. The College Catalog defines plagiarism and cheating, describes standards of conduct for students, and defines the consequences for dishonesty and conduct violations. The roles of individuals in disciplinary action are provided, including the classroom instructor, the campus security officer, the Vice President of Student Services, and the Superintendent/President. Procedures for grievances and appeals are also provided in the College Catalog and on the website [IC8.4a, p. 45; IC8.4b].

MPC's discipline procedure is designed to be clear, progressive, and fair. To promote clear communication and shared understanding, the College publishes the discipline procedures in the College Catalog in five sections. Section A: Standards of Conduct establishes behavioral expectations and gives examples of misconduct. Section B: Investigation of Student Conduct clarifies students' rights during a conduct investigation. Section C: Applicable Penalties describes the potential penalties and the nature of the offense to which they apply. The penalties include admonition, warning, censure, disciplinary probation, restitution, summary suspension, suspension, and expulsion. Section D: Administration of Discipline outlines the roles of campus personnel responsible for discipline, including classroom instructors, campus security officers, the Vice President of Student Services, the Superintendent/President, and the governing board. Finally, Section E describes the function of the Disciplinary Hearing Committee. Any student recommended for suspension or expulsion may request a hearing. In all disciplinary proceedings, students are informed of the nature of the charges against him or her and be given a fair opportunity to refute them.

The College recognizes that students may have complaints against the District as well. MPC's Student Complaint and Grievance Procedures provide a means for resolving any alleged unfair or improper action toward a student. The College Catalog describes the difference between a complaint and a grievance, and lists the appropriate offices to contact and steps to follow for each type [IC8.4a, IC8.4b].

These expectations apply to all students, regardless of location or mode of instruction. In addition to the stated information in the College Catalog, students taking courses via MPC Online must authenticate into their courses using a secure username and password attached to their individual student ID. In addition, the MPC Online login screen contains a statement informing students that accessing the system using another student's credentials violates state and federal laws. As students log in, they affirm their identity and agree to abide by campus policies and regulations regarding academic integrity [IC8.5].

Conclusion: Monterey Peninsula College meets Standard I.C.8.

Evidence Cited

IC8.1 Board Policies Pertaining to Academic Integrity
- a. Board Policy 4133: Plagiarism and Cheating
- b. Board Policy 4310: Students Rights and Responsibilities

IC8.2 Student Rights and Responsibilities
- a. 2015-2016 College Catalog: Student Rights and Responsibilities, p. 42
- b. College Website: Student Rights and Responsibilities

IC8.3 2015-2016 College Catalog: Discipline, p. 43-45

IC8.4 Student Complaint and Grievance Procedures
- a. 2015-2016 College Catalog: Complaint and Grievance, p. 45
- b. College Website: Student Complaint and Grievance Procedures

IC8.5 MPC Online Login Page

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

- College faculty present fair and objective course content in accordance with Board Policy on Academic Freedom and the Faculty Handbook [IC9.1, IC9.2]
- Curriculum review processes provide opportunities for identification of any biases that may inadvertently appear in the development of the course, and ensuring that course content reflects professionally accepted views in the discipline [IC9.3]
- Faculty self-assessment in the 2014 Faculty and Staff Accreditation survey indicate that faculty are aware of and comply with expectations to distinguish between personal conviction and professional accepted views [IC9.4].

Analysis and Evaluation

MPC's Academic Freedom Policy emphasizes critical thinking and development of original thought rather than adopting instructors' opinions or point of view. Following the AAUP's statement on professional ethics, the policy expressly recognizes students' right to courses that are not used to advance professors' personal social or political agendas. Additionally, the policy indicates that students must be evaluated only by how well they master the subject matter of a

course, not by whether they personally agree with it or reject it. The Academic Freedom policy is summarized in the Faculty Handbook, and the full policy is available through the Board Policies website [IC9.1, IC9.2, p. 8]. Over the last several years, the College has not received a complaint indicating that a faculty member has implied or based grading policies on students' point of view or perspective.

The curriculum review process provides an additional check for personal views being prescribed in the description of the course. Members of the Curriculum Advisory Committee review course objectives, outcomes, choice of textbook, catalog description, and schedule description [IC9.3]. This process allows any biases to be identified and addressed prior to course approval.

In the 2014 Faculty and Staff Accreditation Survey, 96% of faculty respondents agreed with the statement "I distinguish between personal convictions and professionally accepted views in my discipline by presenting relevant data fairly and objectively" [IC9.4]. Additionally, students' perceptions regarding the quality of instruction remains high, suggesting that students perceive faculty to present course content objectively. The Noel-Levitz SSI survey asked students to rate their level of satisfaction regarding the statement "The quality of instruction I receive in most of my classes is excellent." Students gave a 5.77 rating (out of 7.00) on this item, which is slightly higher than the national score for community college students (5.63/7.00) [IC9.5].

Conclusion: Monterey Peninsula College meets Standard I.C.9.

Evidence Cited

IC9.1 Board Policy 4030: Academic Freedom
IC9.2 Faculty Handbook: Academic Freedom, p. 8
IC9.3 Curriculum Handbook, Section V: The Course Outline of Record
IC9.4 2014 Faculty and Staff Accreditation Survey
IC9.5 2014 Noel-Levitz Student Satisfaction Inventory, MPC vs National, item 18

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

- The College sets expectation for standards of conduct for students, staff, and faculty through Board Policies and statements in the College Catalog and Faculty Handbook [IC10.1a, IC10.1b, IC10.2, IC10.3].
- Where applicable based on program-specific expectations, the College provides program-specific codes of conduct to students [IC10.4a, IC10.4b].

Analysis and Evaluation

Monterey Peninsula College does not seek to instill specific beliefs or worldviews. It does, however, provide students and staff with standards of conduct. These expectations are stated through Board policy, in the College Catalog, in the faculty handbook, and in program-specific codes of conduct.

Board Policy 5001 describes the Institutional Code of Ethics, which includes honesty, integrity, accountability, respect and trust, and states the expectation that members of the College community will exemplify these principles. Board Policy 5430 describes actions for which a classified employee may be subjected to disciplinary action. Discipline may result from things like incompetence, insubordination, negligence, or dishonesty [IC10.1a, IC101.b].

The College Catalog includes a "Standards of Conduct" section that outlines behavioral expectations for students, including mutual respect, pursuit of studies with honesty and integrity, and courteous treatment of everyone. The Catalog provides outlines disciplinary actions taken in cases where the standards are not upheld [IC10.2, p. 67]. The Faculty Handbook also includes a section on acceptable student conduct, which recommends actions for addressing disruptive classroom behavior and outlines the offences for which students may be suspended from the classroom. These include actions such as "continued willful disobedience," "habitual profanity or vulgarity," and "continued abuse of College personnel." Procedures for a classroom suspension are included [IC10.3, p. 43-45].

Individual programs that require discipline-specific codes of conduct communicate these requirements in several ways. The Massage Therapy program is an example of a program of study that requires a specific code of conduct. Their Student Code of Ethics is disseminates and discusses its Student Code of Ethics in massage classes. The Massage Therapy Student Code of Ethics outlines behavioral expectations such as requiring students to represent themselves as students until they are licensed or employed for massage [IC10.4a].

MPC's Maurine Church Coburn School of Nursing publishes its program-specific code of conduct in its student handbook. Each term they are enrolled in the program, students must sign a form acknowledging their responsibilities under the code of conduct, including their responsibility to ask questions if they do not understand any of the requirements. Nursing students who do not meet the expectations for professional behavior may not expect faculty to write them references for employment or scholarships, in addition to any disciplinary actions outlined in the College Catalog [IC104.b].

Conclusion: Monterey Peninsula College meets Standard I.C.10.

Evidence Cited

IC10.1 Board Policies Pertaining to Conduct

a. Board Policy 5001: Institutional Code of Ethics
b. Board Policy 5430: Suspension, Demotion, and Dismissal

IC10.2 2015-2016 Faculty Handbook: Student Conduct in the Classroom, p. 67

IC10.3 2015-2016 College Catalog: Student Codes of Conduct, p. 43

IC10.4 Program-Specific Codes of Conduct
a. Massage Therapy Student Code of Conduct
b. Nursing Student Handbook

I.C.11 Institutions offering curricula in foreign locations operate in conformity with Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Monterey Peninsula College does not offer curricula in any foreign locations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of meeting the Standard

- The College Accreditation webpage provides accurate information about the College's accredited status, links to communications from the Commission, and accreditation-related documents such as follow-up reports, substantive change proposals, status reports, and midterm reports [IC12.1].

Analysis and Evaluation

MPC responds promptly and honestly to all Commission requests and requirements. The College communicates its accreditation status to internal and external constituencies through the College website and Catalog, and by posting all pertinent communications to and from the ACCJC on its website. At the culmination of the last accreditation cycle in 2010, the College received four recommendations. The College subsequently submitted a series of three follow-up reports, one report for a set of three recommendations on SLOs, and two reports for a single recommendation on distance education. These reports were all submitted in a timely manner and accepted by the ACCJC. All of these reports are posted on the accreditation website. Likewise, the College submitted a status report on SLO implementation, and in 2013, it submitted a midterm report. The College submits Annual Reports each spring in accordance with Commission policies [IC12.2].

The College submits substantive change proposals when it predicts changes will occur that the Commission considers substantive, including 2013 and 2016 substantive change proposals for distance education that would allow it to offer 50% or more of programs through distance or electronic delivery [IC12.3a, IC12.3b].

The institution posts official communications from the ACCJC on an "ACCJC Letters & News" web page. In addition to ACCJC actions regarding the institution, this page includes letters such as Notification of Additional Financial Review, Notifications of Financial Review Results (2014), and Notice of Enhanced Monitoring and Possible Special Report (2015) [IC12.4].

MPC has responded in a timely manner to all accreditation requests and requirements. The institution is currently fully accredited with no sanctions, and has not been asked to submit any special reports subsequent to the midterm report. MPC's accreditation status indicates that it complies with all accreditation requirements.

Conclusion: Monterey Peninsula College meets Standard I.C.12.

Evidence Cited

IC12.1 MPC Accreditation Webpage
IC12.2 MPC Accreditation Current Documents webpage
IC12.3 Substantive Change
  a. ACCJC Approval of 2013 DE Substantive Change Request
  b. 2016 DE Substantive Change Request
IC12.4 MPC ACCJC Letters & News webpage

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

- The College describes itself consistently with regard to its accredited status with regional and programmatic accreditors. Accreditation information is available for students, employees, and the general public in the College Catalog, and on the College Accreditation website, one click away from the College home page [IC13.1].
- The College complies with federal and state statutes and regulations for reporting, including reports for financial aid and related services [IC13.2 – IC13.5]

Analysis and Evaluation

The College describes itself with honesty and integrity in its relationships with federal and state agencies and regional and programmatic accreditors. Evidence of this can be seen in the College's consistent publication of its accredited status in the College Catalog and on its website [IC13.1a, p. 2; IC13.1b]. The College also complies with statutes and regulations from both state and federal agencies, including requirements such as the required Institution-set Standards (described in the SER Introduction and Standard I.B.3) required by the USDE, and through its timely submission of required reports to both state and federal agencies. The College also submits required reports regarding financial aid and related services (see Standard IIID). All reports are submitted in a timely fashion.

The College also describes itself with honesty and integrity to regional and programmatic accrediting and certification agencies. In addition to its relationship with the ACCJC, the College has relationships with a small number of program-specific accrediting and/or certification agencies. The College's Accreditation Website lists programs with program-specific accreditation, and provides links to each programmatic agency [see IC13.b]. The College Catalog also lists the College's regional and programmatic accreditation and certification agencies [IC13.1a, p. 2].

As with institutional accreditation, the program-specific accreditation process involves self-evaluation reports and on-site visits. Examples from two specific programs, Automotive Technology and Nursing, follow. The Automotive Technology Program is accredited by the National Automotive Technician Education Foundation (NATEF). The program received its initial accreditation following a two-day site visit in fall 2010; this accredited status is valid until summer 2016, at which time the program expects another site visit. The Maurine Church Coburn School of Nursing is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) through 2019. Areas of strength from its most recent site visit included its partnership with Community Hospital of the Monterey Peninsula and the availability of learning resources such as the simulation lab. All areas cited by the visit team as have been addressed [IC13.2].

Conclusion: Monterey Peninsula College meets Standard I.C.13.

Evidence Cited

IC13.1 Communication of Accredited Status
- a. 2015-2016 College Catalog, p. 2
- b. MPC Accreditation website

IC13.2 School of Nursing Self-Evaluation & Reaffirmation

I.C.14 The institution ensures that its commitments to high-quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

- The College is a publically funded, open-access institution, and the College mission statement explicitly describes student learning and achievement as paramount to all other objectives [IC14.1, see also Standards I.A.1 & I.A.2]
- The planning and resource allocation process described throughout Standard IB ensures that the institution plans and allocates resources solely for the improvement of student learning, consistent with the College mission [IC14.2].
- When the College collaborates with other organizations, it does so purposefully, to ensure that the commitment to student learning and achievement remains paramount [IC14.3 – IC14.6]

Analysis and Evaluation

The mission statement of Monterey Peninsula College explicitly describes student learning and achievement as paramount to all other objectives, as discussed in Standard IA [IC14.1]. The planning and resource allocation process described throughout Standard IB ensures that the institution plans and allocates resources solely for the improvement of student learning [IC14.2]. As a publically funded, open-access institution, the College does not have any external investors or parent organizations that seek profit from its operations or programs.

When appropriate, MPC does collaborate with institutions in order to better support student learning and develop a more educated population within the College district. In these cases, MPC's commitment to student learning and achievement remains paramount. Examples of this type of collaboration include the College's partnerships with the MPC Foundation and the Community Hospital of Monterey Peninsula.

The MPC Foundation supports MPC's commitment to student learning and achievement [IC14.3]. The College has supported the foundation with a $100,000 annual contribution for operational expenses. With most of its operational expenses covered, the MPC Foundation can dedicate most funds raised from contributions to areas that directly benefit student learning. As of 2013, the Foundation had awarded more than $200,000 annually to scholarships, instructional materials, student support services, and faculty and staff advancement awards [IC14.4].

MPC and the Community Hospital of Monterey Peninsula (CHOMP) collaborate to operate the Maureen Church Coburn School of Nursing. MPC holds responsibility for all aspects of the program related to student learning, including curriculum review, program review, and outcomes

assessment. MPC and CHOMP share the cost of operating the Nursing program. CHOMP is responsible for employment and compensation of the faculty members and some of the instructional costs [IC14.5]. For both sides of the partnership, increased student learning and achievement in the field of nursing remain the ultimate goal.

Conclusion: Monterey Peninsula College meets Standard I.C.14.

Evidence Cited

IC14.1 Monterey Peninsula College Mission Statement
IC14.2 Planning & Resource Allocation Process
IC14.3 MPC Foundation Mission Statement
IC14.4 MPC Foundation Annual Report
IC14.5 School of Nursing/CHOMP MOU

Standard IIA: Instructional Programs

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College ensures that all its courses and instructional programs are consistent to the mission and appropriate to higher education, regardless of the delivery method or location:

- The College evaluates instructional programs' consistency with the institutional mission through the comprehensive program review process (see Standard I.B.5, IIA1.1).
- All courses adhere to established course outlines, which include objectives, methods of evaluation, and faculty-identified student learning outcomes that represent sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities. Course Outlines of Record are developed in CurricUNET to aid in consistency [IIA1.2– IIA1.3].
- The Curriculum Advisory Committee (CAC) reviews all course outlines and programs, using established guidelines such as the State Chancellor's Office *Program and Course Approval Handbook* and the Academic Senate for California Community Colleges (ASCCC) *Curriculum Reference Guide.* The curriculum approval process ensures adherence to guidelines established by Title 5 of the California Code of Regulations [IIA1.4].

- Distance education courses follow an additional process and protocol wherein instructors, along with their department, consider the need for an online course, appropriateness of format for the course content, and feasibility of the course. The CAC's Distance Education Subcommittee reviews all distance education course proposals to ensure that content and methods of instruction are appropriate for higher education, and promote regular and effective contact between faculty and students [IIA1.5 – IIA1.7].

Analysis and Evaluation

Instructional Programs: Consistent with Institutional Mission

The College evaluates programs' consistency with the institutional mission through the comprehensive program review process. As described in Standard I.B.5, MPC's comprehensive program review process ensures that each campus program and unit assesses itself in relation to the College mission. As instructional departments complete program review, they discuss how their programs align with and support the mission College (i.e., transfer, career training, skills development, or lifelong learning). If the mission of the program or department is inconsistent with the institutional mission, the department develops a Program Improvement Plan indicating how the department will bring the program into alignment [IIA1.1a, IIA1.1b].

Instructional Programs: Appropriate to Higher Education

The College ensures the quality and rigor of all of its courses and instructional programs. Regardless of the delivery method or location, courses adhere to established course outlines, which include faculty-identified course objectives and methods of evaluation that represent sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities [IIA1.2, IIA1.3a, IIA1.3b, IIA1.3c, IIA1.3d]. Faculty also identify student learning outcomes, which are included in CurricUNET during the curriculum development process. The Curriculum Advisory Committee (CAC) reviews all course outlines and programs, using established guidelines such as the State Chancellor's Office *Program and Course Approval Handbook* and the Academic Senate for California Community Colleges (ASCCC) *Curriculum Reference Guide* [IIA1.4]. The CAC recommends curriculum for approval to the Governing Board and, where applicable, the Chancellor's Office of the California Community Colleges. The curriculum approval process ensures adherence to guidelines established by Title 5 of the California Code of Regulations.

The format of course outlines are consistent for all courses, regardless of the delivery mode or the location of the course. However, distance education courses follow an additional process and protocol wherein instructors, along with their department, consider the need for an online course, appropriateness of format for the course content, and feasibility of the course. The CAC's Distance Education Subcommittee reviews all distance education course proposals and work with faculty to ensure that content and methods of instruction are appropriate for higher education, and promote regular and effective contact between faculty and students [IIA1.5, IIA1.6a, IIA1.6b, IIA1.7].

As curricula are developed, the College relies on the discipline expertise of faculty members to ensure that the content of its instructional programs, regardless of location or means of delivery, are appropriate to higher education. Articulation agreements with four-year higher education institutions demonstrate that courses and programs meet expectations for higher education, as well. In addition, a growing number of the College's transfer programs are Associate Degrees for Transfer (ADTs) that guarantee students entry into the CSU system; these programs fill lower-division requirements for specific programs at CSUs.

Advisory committees help ensure the appropriateness of programmatic content in MPC's career-technical education (CTE) areas. The advisory committees provide an industry perspective and ensure that graduates of CTE programs receive training that supports local industry needs, as will be discussed in Standard II.A.16. In addition, several of MPC's CTE programs are accredited or certified by national or state agencies that, through their review processes, assure programs' appropriateness for higher education [IIA1.8, p. 2].

Instructional Programs: Culminating in Student Attainment of Identified Learning Outcomes

The College has identified learning outcomes for all instructional programs. Instructional faculty and staff regularly assess the degree to which students attain these learning outcomes through the Reflections processes, as described in Standards I.B.2 and II.A.3. The College assesses course-level student learning outcomes (SLOs) through Instructor Reflections, and program-level outcomes through Program Reflections. Together, these processes allow instructional personnel to evaluate and monitor student attainment of identified learning outcomes and make improvements to curricula as needed.

During the Instructor Reflections process, individual instructors assess the degree to which students have attained course-level student learning outcomes for their course, and describe their methods of assessment. Instructors write a brief summary of their assessment results, using both qualitative and quantitative data, and discuss how they plan to use the assessment results to improve student learning the next time the course is taught. The next time the SLOs for the course are assessed, the instructor closes the assessment loop by reviewing the previous plan to improve student learning and discussing whether or not it was successful [IIA1.9].

MPC assesses considers students' attainment of learning outcomes at the program level following a similar process. Instructional faculty and staff from each program reflect on student learning, first by evaluating the effectiveness of program improvements resulting from previous program reflections, and then by discussing students' level of attainment of one or more program-level outcomes [IIA1.10]. As of the 2014-15 academic year, program reflection activities take place at the beginning of the fall semester during Flex Days. Programs use the Reflections time during Spring Flex Days to review their Reflections and use the results of to develop action plans.

During the institutional self-evaluation and preparation of the SER, the College evaluated the effectiveness of the Reflections processes and determined that while Program Reflections practice does result in meaningful dialogue and improvements related to program learning outcomes, the dialogue does not always generate useful quantitative data related to learning outcome attainment at the program level. In fall 2015, the College licensed TracDat to support assessment processes; implementation is underway (see QFE Action Project #2). The College also established a new Learning Assessment Committee in fall 2015 and charged that group with improving institutional practices for assessing programs of study [IIA1.11].

Instructional Programs: Culminating in Student Achievement of Degrees, Certificates, Employment, and/or Transfer

As discussed in the introduction to the SER, the College carefully monitors student achievement data on an ongoing basis in order to evaluate performance against its Institution-set Standards. These data serve as benchmarks related to successful course completion, retention, persistence (fall-to-fall), degree/certificate attainment, and transfer velocity, and are used as one of measure effectiveness when examining programs.

Analysis of student achievement data shows that the number of degrees and certificates has generally been increasing over the last the last five-year period, both in terms of the number of degrees awarded and the number of students receiving degrees:

	10-11	**11-12**	**12-13**	**13-14**	**14-15**
Degrees awarded	411	343	433	480	480
Unduplicated students rec'ing degrees	381	312	384	430	423

Source: CCCCO DataMart, Program Awards Report

Data regarding certificate awards show a similar increase for the same five-year period:

	10-11	**11-12**	**12-13**	**13-14**	**14-15**
Certificates awarded	69	45	105	89	65
Unduplicated students rec'ing certificates	62	44	100	84	83

Source: CCCCO DataMart, Program Awards Report

The number of transfers for the same period also increased:

	10-11	**11-12**	**12-13**	**13-14**	**14-15**
In-State Private	61	55	73	55	53
Out of State Private	157	151	153	134	149
CSU	135	257	272	204	295
UC	55	81	81	83	68
TOTAL	408	544	579	476	565

Source: CCCCO DataMart, Transfer Volume Report (for ISP and OOS)

The increased number of Associate Degrees for Transfer (AD-T) offered at MPC may explain the upward trend in each of these indicators.

MPC's instructional programs in the career-technical disciplines are developed to support students achieve gainful employment. For example, the Nursing program has implemented improvements not only to support the academic success of its students, but to strengthen their employability, as well. The percentage of Nursing students completing the program has increased over the past five years and is now well above 80%. During the same period, the percentage of students who became employed as registered nurses within nine months of graduating has also increased to above 80% [IIA1.12]

Further examination of MPC's students' achievement and success warrants some comparison between students in face-to-face classes and those in online classes. Statewide, success rates for online students are typically lower than that of students in face-to-face classes; this is true for MPC's online students, as well. More than 64% of MPC's online students successfully complete classes with a passing grade compared to just over 74% of students in traditional classrooms. MPC does exceed, however, the statewide average success rates in both online and face-to-face instruction. A review of the past three semesters reveals that MPC's success and retention rates in online instruction are gradually improving [IIA1.13].

Conclusion: Monterey Peninsula College meets Standard II.A.1.

Evidence Cited

IIA1.1 Sample Mission Alignment from Program Review
- a. Administration of Justice
- b. Speech Communication

IIA1.2 CurricUNET How-To Guide

IIA1.3 Sample Course Outlines of Record
- a. ENGL 1A
- b. AUTO 108
- c. MATH 360
- d. GENT 10

IIA1.4 CAC Website

IIA1.5 Sample DE Course Approval Process

IIA1.6 Sample DE Course Outlines
- a. GEOL 9
- b. LIBR 50

IIA1.7 Effective Strategies for Online Teaching and Learning

IIA1.8 2015-2016 College Catalog, p. 2

IIA1.9 Instructor Reflections Form

IIA1.10 Program Reflections Form

IIA1.11 Learning Assessment Committee Charge

IIA1.12 School of Nursing Employment Data

IIA1.13 MPC Online Data Dashboard

II.A.2 Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

- The Curriculum Advisory Committee (CAC) directs MPC's faculty-driven curriculum process, and ensures that course content and methods of instruction meet generally accepted academic and professional standards. The Committee consists of faculty members representing each of the College's instructional divisions, as well as student, administrative, and Academic Senate representatives [IIA2.1, IIA2.2].
- College personnel, including full-time and adjunct faculty, participate in systematic evaluation processes including instructor reflections on student learning, program reflections, comprehensive program review (completed every six years), and annual program review updates, as outlined in Standards I.B.3 and I.B.5.

Analysis and Evaluation

Faculty Role in Ensuring Academic and Professional Standards for Instruction

Faculty at MPC have a primary role in ensuring that all aspects of instruction, including course content and methods of instruction, meet academic and professional standards and expectations for quality. Faculty develop and revise curricula based discipline expertise to ensure that course content, texts, assigned activities, student learning outcomes, and methods of evaluation remain current and appropriate. The Curriculum Advisory Committee (CAC) directs MPC's faculty-driven curriculum process, and ensures that course content and methods of instruction meet generally accepted academic and professional standards. The Committee consists of faculty members representing each of the College's instructional divisions, as well as student, administrative, and Academic Senate representatives [IIA2.1]. This representative membership provides the committee broad discipline expertise and allows it to make recommendations on a wide variety of curricular issues.

The CAC reviews curricular proposals submitted by faculty members (including proposals for new and revised curriculum), using an extensive process designed to ensure quality and compliance with Title 5 regulations. The CAC makes recommendations regarding curriculum to the Governing Board, which then gives final approval for courses, in accordance with Board Policy 3010 [IIA2.2]. The CAC also reviews courses for inclusion in general education and local graduation requirements [IIA2.3a, IIA2.3b].

All curriculum development and revisions begin with a course proposal by a faculty member (referred to as the course originator). Course originators submit proposals in CurricUNET, which helps to streamline and bring transparency to the development and review process.

CurricUNET also provides support to course originators by guiding them through the necessary steps to develop a new Course Outline of Record, from developing the catalog description and student learning outcomes, to consideration of requisites and determining the methods of instruction and evaluation. This system ensures that early drafts of new proposals or proposed adjustments to curricula are not missing critical pieces, which ultimately decreases development time. Once the course originator's department and division chair(s) review and approve the proposal, it advances through three levels of review: first by CAC's technical review subcommittee, then by the originator's dean, and ultimately by the Vice President of Academic Affairs. At each level of review, the course originator receives feedback and has the opportunity to make revisions, if necessary. After these three reviews, the full Curriculum Advisory Committee reviews the proposal to ensure that it follows guidelines established by the Program and Course Approval Handbook (PCAH), Title 5, MPC's CAC Handbook, and GE guidelines (if applicable). The CAC then recommends approval of the curricula to the Governing Board for final approval. Once course proposals or revisions have been through the CAC process, the proposal and/or revision history remain publicly available in CurricUNET.

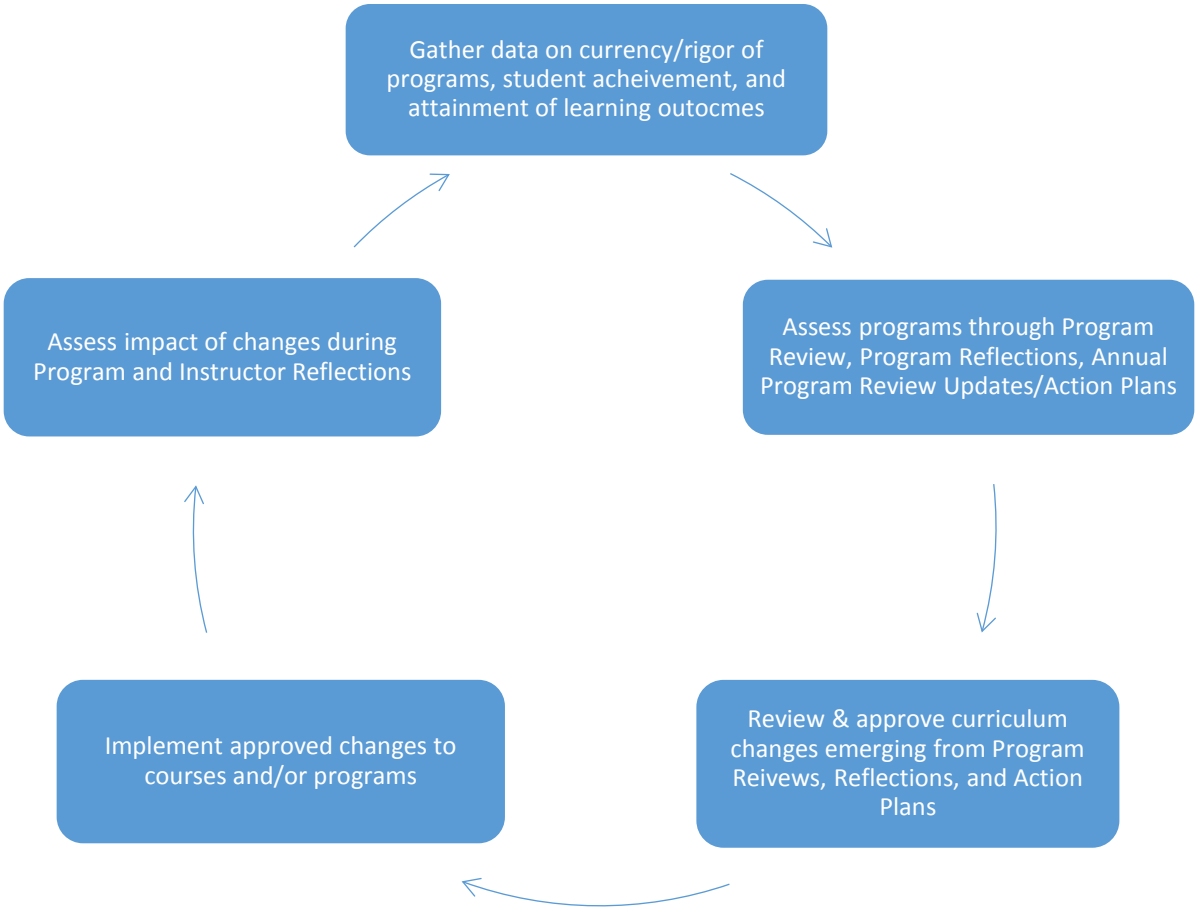
Faculty Role in Continuous Improvement through Systematic Evaluation

College personnel, including full-time and adjunct faculty, participate in systematic evaluation processes including instructor reflections on student learning, program reflections, comprehensive program review (completed every six years), and annual program review updates. Since 2010, MPC has refined its continuous student learning evaluation process in order for MPC faculty to improve teaching methods and promote student success. Figure 1 summarizes MPC's cycle of curriculum review and evaluation.

In step 1, MPC faculty gather data on student achievement, student learning, and current state requirements (assessment of student attainment of SLOs, alignment of programs with regards to new Transfer Curriculum Models and the new California State C-ID requirements, industry standards for CTE courses, etc). Faculty then use these data to inform comprehensive program review, annual program review updates, and action plans. Improvement plans emerging from these evaluations inform the budget allocation process and may lead to changes in courses and/or programs, which are reviewed by the CAC (step 3).

Faculty implement approved curricular changes at their courses and programs (step 4), reflect on the impact of such changes on student learning to see if the changes implemented bring about the desired outcomes, and document results (step 5). Instructor reflections at the course level, in turn, inform program reflections, annual action plans, and comprehensive program reviews in an ongoing cycle of evaluation and improvement. This cycle of assessment, curricular changes, and reassessment ensures currency of content and effective teaching and learning.

Figure 1: Curriculum Review and Evaluation



Evidence of how this process works can be seen the recent work the College has done to align several program areas with Transfer Model Curricula (TMCs). The Student Transfer Achievement Reform Act of 2010 (SB1440 – Padilla) facilitates transition between community colleges to California State Universities, and has resulted in course and program alignment across California's community colleges. This required a whole-scale evaluation of course content, objectives, assessment methods, and other elements of course outlines of record to establish Transfer Model Curriculum (TMC). MPC met this challenge by relying upon faculty to evaluate current course outlines of record in comparison to TMC requirements in relevant disciplines, and adjust curricula where needed. The Curriculum Advisory Committee has played a key role in this process by facilitating the review and revision process, ensuring that course outlines of record match TMC requirements, and approving revised courses and programs. In some cases, only minor revisions to course outlines were necessary [IIA2.4, see MATH 17 & 18, p. 4-5]. In other cases, more in-depth program and course changes were required [IIA2.5a, p. 20; IIA2.5b; IIA2.5c; IIA2.5d]. As of fall 2015, MPC's faculty and CAC have reviewed and updated 130 courses since 2010.

Conclusion: Monterey Peninsula College meets Standard II.A.2.

Evidence Cited:

IIA2.1 Curriculum Advisory Committee Bylaws & Membership
IIA2.2 Board Policy 3010: Program, Curriculum, and Course Development
IIA2.3 Course Development Processes
  a. CAC Handbook
  b. CurricUNET Users' Guide Website
IIA2.4 CAC Minutes, 11/20/13 (See MATH 17 & MATH 18, p. 4-5)
IIA2.5 Child Development Program Revision
  a. CAC Minutes, 1/13/13
  b. CAC Minutes 2/20/13, p. 20
  c. Historical Child Development Program
  d. Current Early Childhood Education Program

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institutions officially approved course outline.

Evidence of Meeting the Standard:

- The College has identified learning outcomes for courses, programs, certificates, and degrees. Learning outcomes are available in CurricUNET, accessible via the SLO Report and All Fields Reports for each course [IIA3.1, IIA3.2]. Office of Academic Affairs staff verify that syllabi include current learning outcomes each semester. Learning outcomes for degrees and certificates are included in the College Catalog [IIA3.3].
- Since 2010, the College has assessed its learning outcomes through its Reflections processes (see I.B.2). Program-level assessments are accomplished by engaging in the Program Reflections process [IIA3.4]; course assessments are documented through Instructor Reflections [IIA3.9].

Analysis and Evaluation

MPC has identified learning outcomes for all courses and programs (including all degree and certificate programs), and regularly assesses outcomes at the course, program, and institutional level. MPC uses its General Education Outcomes (GEOs) as institutional-level outcomes; GEOs also serve as broad program-level outcomes for many programs, as described in II.A.11. Since 2010, the College has assessed its learning outcomes through its Reflections processes (see I.B.2). Program-level assessments are accomplished by engaging in the Program Reflections process; course assessments are documented through Instructor Reflections. Each process will be discussed in turn below.

Regular Assessment of Program Outcomes: Program Reflections

At the beginning of each semester during flex days, each programmatic area engages in Program Reflections [IIA3.4]. Program Reflections consist of faculty, staff and administration dialogue about student attainment of program SLOs within each discipline area. Program Reflections provides a collaborative environment in which faculty assess outcomes and discuss improvements with peers from the same or similar disciplines [IIA3.5]. This process allows for documentation of the cross-fertilization of ideas that lead to student success that MPC faculty, staff, and administration perform throughout the semester. The Program Reflections process results in a documented rationale for action plans to improve student learning in the future and in this way plays a role in the planning and resource allocation process at MPC. .

All broad discipline areas have an assigned GEO [IIA3.6, p. 56-58]. Degree and certificate programs also include program-specific outcomes that describe the application of general competencies within the context of a specific discipline area. At least once per year, departments, divisions, and service areas gather together to engage in dialogue about the degree to which students meet the intended SLOs for their program.

Departments or divisions frame their dialogue around four prompts:

1. Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.
2. Write SLOs/GEOs or objectives from course outline(s) of record that you discussed this semester.
3. Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.
4. What is the result of the dialogue? What are the goals, action plans, or other aspects of program review that have resulted from the analysis of student learning?

Through this dialogue, MPC faculty and staff collaboratively evaluate the health of the program and discuss improvements that could be made. The Program Reflections process has produced a variety of strategies to improve student learning, from pedagogical techniques shared across disciplines, to curricular changes, to major changes in the way a program is structured [IIA3.7a, p. 135; IIA3.7b, p. 32; IIA3.7c, p. 60]. All Program Reflections results from 2010-2011 through 2013-2014 can be reviewed at the MPC Academic Senate Website [IIA3.8].

During the self-evaluation process, the College noticed that program level outcomes in place for Associate Degrees for Transfer (AD-Ts) and CTE degrees and certificates described the skills and knowledge students gain through program completion with a much greater level of specificity than the broad GEOs used as program outcomes in other programs. As a result, mapping between course and program level outcomes is much more effective in these areas. As the Learning Assessment Committee streamlines program assessment processes, it will facilitate a discussion about developing more specific program learning outcomes for those programs with only a GEO in place in order to increase the effectiveness of program assessment practices.

Regular Assessment of Course Outcomes (SLOs): Instructor Reflections

As described in Standard I.B.2, MPC faculty individually document their assessment of Student Learning Outcomes (SLOs) by completing a web-based Instructor Reflections form for at least one course each semester [IIA3.9]. The Reflections form guides and structures SLO assessment to ensure consideration of student attainment of outcomes, improvement planning, and evaluation of improvements. The process also gives individual instructors flexibility regarding the methods they use to assess student learning, allows for a mixture of quantitative and qualitative results, and stimulates the ongoing use of assessment results to make improvements. Instructors complete the assessment by responding to the following prompts about the course and learning outcome(s) under consideration:

- What are the assessment methods for the SLOs?
- Brief summary of assessment results (please quantify when possible)
- How do you plan to use the assessment results to improve student learning?

In addition, instructors discuss the results of previous plans to improve student learning for the course and learning outcome(s) under consideration.

Together, these four questions "close the assessment loop" by prompting instructors to link results of previous efforts to improve student learning to current assessment results. When completing the Instructor Reflections form, instructors assess student learning in the current semester and use the results of the assessment to make plans for improvement when the course is taught again [IIA3.10a, IIA3.10b, IIA3.10c, IIA3.10d]. The next time the course is assessed, the instructor reports on the effectiveness of the improvements to continue the cycle. In this way, Instructor Reflections document course-level issues and improvements over multiple semesters, including both attainment of learning outcomes and related factors such as student engagement, retention, and completion [IIA3.11, see Example 1].

The State of Student Learning Outcome Assessment at MPC

During the institutional self-evaluation, the College determined that on the whole, the Instructor Reflections framework produces positive results. The framework helps individual faculty to document student attainment of SLOs and evaluate effectiveness of improvements over time. However, the self-evaluation also revealed that significant improvements can be made in order to increase the effectiveness of the process. These improvements include developing more intentional cycles of course-assessment, strengthening linkages between course and program assessment cycles, and greater levels of participation, including from adjunct instructors.

Table 1 shows the overall state of MPC's course-level learning outcomes assessment, from fall 2013 (the date when the current Instructor Reflections form was moved online to streamline data collection) through the end of the fall 2015 semester.

TABLE 1 – SLO Reflections by percent of total courses offered by Semester. Fall 2013 through Fall 2015

	F13	**SPR14**	**F14**	**SPR15**	F15	F13-F15
Total Number of Courses Taught	499	553	539	569	548	861
Courses reflected upon	157	191	161	183	84	573
Percent of courses reflected upon	31%	33%	31%	23%	**15**	**66%**

Source: Instructor Reflections data collected by SLO Coordinator

As the College worked to prepare the SER and 2016 ACCJC Annual Report, it re-evaluated how "active courses" had been defined for the purposes of assessment. Not all courses listed in the College Catalog have been taught on a regular basis. Prior to the self-evaluation process, MPC defined "active" courses as those that had been taught, with the rationale that courses were that had not been taught could not be assessed. However, the College also now recognizes that ACCJC expectations for "active" courses include all courses in the College Catalog. As of the 2014-2015 academic year, MPC has 1437 courses listed in the curriculum inventory at the State Chancellor's Office website. The College has assessed 39.9% of all courses in the curriculum inventory.

This performance is not consistent with expectations that SLO assessment should be at the sustainability level (per the ACCJC rubric) by 2012, and the College is taking steps to come into alignment with expectations. In fall 2015 the Superintendent/President convened a working group to address the issue and take immediate corrective action [IIA3.12]. First steps included:

- Determining the level of course assessment within each program of study [IIA3.13]
- Restructuring the existing SLO Committee into the Learning Assessment Committee, and expanding its charge to include
    - development and implementation of cycles of assessment for course, program, service area, and institutional learning outcomes
    - coordinating professional development and support resources for development and assessment of SLOs [IIA3.14]
- Reviewing "active" courses that are not regularly taught through the Curriculum Advisory Committee.

The College made a great deal of forward progress on these goals prior to submission of its 2016 ACCJC Annual Report [IIA3.15]. Developing better alignment between curriculum review and assessment cycles will also help to ensure that all active courses are assessed. Plans for developing cycles of assessment and continuing catalog review are underway as of spring 2016 [IIA3.16].

Student Learning Outcomes, Course Outlines, and Course Syllabi

The Course Outline of Record (available via CurricUNET) provides fields for course objectives; student learning outcomes for each course are available in CurricUNET reports such as the All Fields report [IIA3.2]. During the curriculum approval process, a member of the Learning

Assessment Committee reviews individual course-level SLOs reviewed for grammar and consistency with course objectives and general education requirements. Each syllabus contains the SLOs for the course to help communicate to students what they can expect to be able to do as they exit the course. The Office of Academic Affairs reviews all syllabi to ensure that the SLOs match those in CurricUNET.

Conclusion: Monterey Peninsula College has identified learning outcomes for all courses, programs, certificates, and degrees. Institutional procedures for assessment have been established, and work well when followed. However, not every active course in the College Catalog has been assessed. In order to meet this Standard, MPC must develop and follow a cycle of assessment to ensure that all active courses are assessed regularly. In addition, MPC can improve programmatic assessment practices to ensure that each program is assessed using program-level SLOs that summarize the specific learning expected in each degree or certificate granted by the institution.

Actionable Improvement Plan:
The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.
(Related Standards: IB2, IB5, IB6, IC3, IC4, IIA2, IIA3, IIA16)

Evidence Cited

IIA3.1 CurricUNET System
IIA3.2 Sample CurricUNET All Fields Reports
IIA3.3 2015-2016 College Catalog
IIA3.4 Program Reflections Activities, Flex Day Schedule
IIA3.5 Program Reflections Form
IIA3.6 2015-2016 Faculty Handbook, p. 56-58
IIA3.7 Program Reflections Examples
  a. 2012-2013 Program Reflections Compilation, p. 135
  b. 2012-2013 Program Reflections Compilation, p. 32
  c. 2013-2014 Program Reflections Compilation, p. 60
IIA3.8 SLO/Reflections Website
IIA3.9 Instructor Reflections Form
IIA3.10 Sample Instructor Reflections
  a. AUTO 108
  b. HLTH 7
  c. ENGL 1B
  d. ECON 4
IIA3.11 Multi-semester Instructor Reflections, Example 1
IIA3.12 SLO Action Plan
IIA3.13 Program of Study Assessment data, 3/16
IIA3.14 Learning Assessment Committee charge
IIA3.15 Accreditation Report to the Board, 3/16
IIA3.16 LAC/OAA/CAC Plan

II.A.4 If the institution offers pre-collegiate-level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance and succeed in college-level curriculum.

Evidence of Meeting the Standard

MPC offers pre-collegiate-level curricula in English, math, English as a second language, and learning skills, and uses course numbers to distinguish these courses from its college-level curricula.

- The College Catalog clearly identifies courses with numbers between 300-399 as "Credit, Non-Degree Applicable." Courses numbered 100-299 are designated as associate-level courses, and are only applicable to associate degrees. Baccalaureate-level courses that carry lower division credit at four-year colleges and universities are numbered 1-99. The College Catalog clearly explains these numbering designations and implications for fulfilling degree or transfer requirements [IIA4.1].
- The College provides learning support services that directly support students in gaining knowledge and skills necessary to advance and succeed in college-level courses [IIA4.3 – IIA4.5].

Analysis and Evaluation

The College Catalog clearly identifies courses with numbers between 300-399 as "Credit, Non-Degree Applicable," and indicates that they are intended as developmental courses in the areas of reading, writing, mathematics, English as a second language, and learning skills [IIA4.1, p. 120]. The Catalog also informs students that these courses may not be used to fulfill any degree requirements.

In contrast, courses numbered 100-299 are designated as associate-level courses, and are only applicable to associate degrees (some of these courses may transfer; transferability is at the discretion of the receiving institution). Baccalaureate-level courses that carry lower division credit at four-year colleges and universities are numbered 1-99. The College Catalog clearly explains these numbering designations and implications for fulfilling degree or transfer requirements [IIA4.1, p. 120].

Course descriptions included in the College Catalog help distinguish between pre-collegiate and collegiate courses. Each course description lists any requisites and/or advisories, and if the course is part of a sequence, the description references the next course in the progression. For example, in the course description for ENGL 301: Introduction to Academic Writing, includes the statement: "ENGL 301 prepares students for ENGL 111." The description for ENGL 111, Intermediate Academic Writing, includes the statement: "This course prepares students for ENGL 1A." In this way, the course descriptions help understand the relationship between courses in the sequence, and how pre-collegiate courses builds to college-level work. The

English, Math, and English as a Second Language departments also provide diagrams of their course sequences in the course catalog [IIA4.2a, IIA4.2b, IIA4.2c].

Academic counselors play a key role by guiding students to enroll in courses appropriate for their skill levels. Counselors reinforce advisories set by instructional faculty and assist students in comprehending placement test results and course descriptions. Counselors also have an opportunity to reiterate skill level expectations for each step in a sequence as they help students complete education plans.

Student learning outcomes also help distinguish pre-collegiate from college-level curriculum. SLOs for each course reflect the Catalog description and align with the pre-requisite skills of the subsequent course in the sequence. Outcomes in a pre-collegiate course build into the outcomes for the next level in the sequence, as can be seen by comparing SLOs for three levels of English (pre-collegiate levels ENGL 301, associate-level ENGL 111, and baccalaureate-level ENGL 1A):

ENGL 301: Introduction to Academic Reading and Writing
Upon successful completion of this course, students will be able to:

1. Develop a thesis.
2. Use reading and writing strategies and skills in the writing of coherent paragraphs and essays.
3. Practice successful planning, process, study and preparation skills for the completion of college-level reading and writing assignments.
4. Write clear, effective sentences, which demonstrate control of grammar, diction and technical conventions in academic writing.

ENGL 111: Intermediate Academic Reading and Writing
Upon successful completion of this course, students will be able to:

1. Use reading and writing strategies and skills in the writing of coherent essays.
2. Use research strategies in the writing of essays.
3. Apply an integrated reading and writing process to the writing of text-based essays.

ENGL 1A: College Composition
Upon successful completion of this course, students will be able to:

1. Form a provable thesis, develop it through factual research and distinguish between fact and opinion.
2. Apply multiple factors affecting both verbal and written communication.
3. Recognize the nature of persuasion in written, visual and oral argument.
4. Use accepted academic techniques to complete research-based assignments.

Students who are successful in achieving the learning outcomes in ENGL 301 are prepared to advance to ENGL 111, and from ENGL 111 to ENGL 1A. The sequence of courses provides the knowledge and skills necessary to advance and succeed.

Supporting Students as They Advance to College-Level

Learning centers and embedded classroom support provide students with additional support as they develop the knowledge and skills necessary to advance to college-level curriculum. The TRiO Learning Center, High Tech Learning Center in the Access Resource Center, the English Study Skills Center, the Reading Center, and the Math Learning Center each provide instructional support services designed to support pre-collegiate learners and support their progression to college-level courses, as discussed in Standard II.B.1.

In addition to the learning support centers, College-wide initiatives such as Basic Skills, Student Equity, and the Student Success and Support Program (3SP) focus on helping college-unprepared students advance into college-level coursework. For example, the Basic Skills Committee provides funding for projects supporting students' progression in math and English as a second language (ENSL), including embedded counseling and supplemental instruction for accelerated (i.e., 8-week intensive) beginning and intermediate Algebra courses, and supplemental instruction tutoring for all summer math classes to support students' success and advancement to collegiate-level math [IIA4.3a, IIA4.3b, IIA4.3c]. Likewise, follow-up services coordinated through MPC's noncredit Student Success and Support Program (3SP) plan have the goal of transitioning students to college-level, for-credit courses. Services include targeted counseling interventions for ENSL students, education planning, and direct coordination with Student Services programs such as EOPS/CARE, TRIO/SSS, and CalWORKS [IIA4.4].

Conclusion: Monterey Peninsula College meets Standard II.A.4.

Evidence Cited

IIA4.1 2015-2016 College Catalog, p. 120

IIA4.2 Course Sequence Diagrams
- a. English
- b. Mathematics
- c. English as a Second Language

IIA4.3 Basic Skills Project Reports
- a. ESL Counselor
- b. Accelerated Math
- c. SCORE+

IIA4.4 2015 3SP Plan (Non-Credit)

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

- Monterey Peninsula College's degrees and programs are reviewed both locally and by the State Chancellor's Office to ensure that they follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Curriculum review processes are described in Standard II.A.2.
- All associates degrees offered by the College require a minimum of 60 semester credits [IIA5.4].

Analysis and Evaluation

Following Practices Common to Higher Education

Monterey Peninsula College's degrees and programs are reviewed both locally and by the State Chancellor's Office to ensure that they follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Curriculum development begins with individual faculty members, and is reviewed by department and division colleagues. All curricular proposals or revisions are submitted to the Curriculum Advisory Committee (CAC) for extensive review to ensure that all aspects of the program comply with state regulatory guidelines, as outlined in Standard II.A.2. Advisory committees and discipline-related accrediting bodies also contribute to maintaining standards for depth, rigor, and synthesis of learning for CTE disciplines (see Standard I.C.13 and II.A.15 for specific examples). Career-technical education (CTE) programs track and publish time to completion in compliance with Gainful Employment Act [IIA5.1a, IIA5.1b, IIA5.1c, IIA5.1d].

The Curriculum Advisory Committee (CAC) reviews all course proposals for rigor and appropriate sequencing, following standards established by Title 5 of the California Code of Regulations. During review of each course proposal, CAC examines the currency of textbooks, the appropriateness of representative assignments for college-level courses, rigor of course objectives, proposed assessments of course objectives, and the relationship between course content, objectives, and student learning outcomes. In addition, CAC's General Education subcommittee reviews all general education courses to ensure they meet guidelines for general education programs offered at MPC (local, CSU-Breadth, and IGETC). After local approval by the Board of Trustees, courses are approved by the State Chancellor's Office and listed in the Chancellor's Office Curriculum Inventory, which lists all programs approved by the

Chancellor's Office. This inventory also lists the units required to complete each certificate and degree program.

Title 5 of the California Code of Regulations requires that courses be taught according to the official course outline of record. Official course outlines of record are available in CurricUNET and in each division office. Course syllabi are developed by individual faculty or department faculty and are provided to students at the beginning of a course. Course syllabi reflect key components of the official course outlines of record, including course content, course objectives, student learning outcomes, and methods of evaluation [sample CORs: IIA5.2a, IIA5.2b, IIA5.2c; sample syllabi IIA5.3a, IIA5.3b, IIA5.3c].

Minimum Degree Requirements

As stated in the College Catalog, the California State Board of Education has authorized the Monterey Peninsula Community College District Governing Board of Trustees to confer the Associate in Arts and Associate in Science Degrees. The Associate in Arts degree is awarded in liberal arts; the Associate in Science degree is awarded in the sciences and career technical fields. The associate degree is awarded upon satisfying the following:

1. Competency requirements
    a. Reading
    b. Writing
    c. Mathematics
    d. Information competency
2. General Education requirements
3. Major requirements: Each course in the major must be completed with a grade of "C" or better
4. A minimum of 60 degree-applicable units;
5. Completion of 12 units, with at least six in the major area, at Monterey Peninsula College.

Faculty members, in coordination with the Curriculum Advisory Committee (CAC) and College articulation officer, work to ensure that transfer level courses meet the standards of rigor necessary for CSU and UC. The recently implemented Associate Degrees for Transfer (AA-T and AS-T) developed by the state Academic Senates of CSU and the California Community Colleges provide further guidance to faculty regarding appropriate length, breadth, depth and rigor of courses, and course sequencing. All AA-T and AS-T degrees require that students complete the following at Monterey Peninsula College:

- 60 semester CSU-transferable units;
- The CSU-General Education-Breadth pattern; OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern;
- A minimum of 18 semester units in the major or area of emphasis as determined by MPC;

- Obtain a minimum grade point average (GPA) of 2.0;
- Earn a grade of "C" or higher in all courses required for the program or area of emphasis

All degree requirements are clearly stated in the College Catalog [IIA5.4, p. 50].

Minimum Certificate Requirements
MPC offers three types of certificates: Certificates of Achievement, Certificates of Completion, and Certificates of Training.

Certificates of Completion (non-credit)
Noncredit Certificates of Completion are awarded to students who complete a sequence of courses in:

- elementary and/or secondary basic skills;
- workforce preparation skills necessary for participation in job-specific technical training (e.g., speaking, listening, reading, writing, mathematics, decision-making, and problem solving); or
- English as a Second Language.

Certificates of Completion are designed to lead to improved employability or job opportunities.

Certificates of Achievement
A Certificate of Achievement recognizes a student's satisfactory completion of an organized program of study and is awarded upon satisfying the following:

1. Certificate requirements
2. Earn a grade of "C" or higher in all courses required for the program or area of emphasis
3. At least 12 units applied toward the certificate requirements must be completed at Monterey Peninsula College.

Certificates of Training
Several departments award Certificates of Training to students that successfully complete a Fast Track program. Fast-Track programs are short-term, intensive course sequences designed to prepare students for entry-level employment opportunities or specialized academic pursuits. As of fall 2015, Fast Track programs are offered in Automotive Technology, Creative Writing, Drafting, Emergency Medical Technician, Engineering Technology Mechatronics, Essential Computer Skills, Fire Protection Technology, General Business, Great Books, Hospitality, Interior Design, Linguistics, Office Technology, Office Worker, Nutrition and Food, and Restaurant Management.

All certificate requirements are clearly stated in the College Catalog [IIA5.5, p. 51].

All of MPC's certificate and degree programs are listed by program area in the College Catalog and on the College website so students can easily identify the types of certificates and degrees awarded for each program area [IIA5.6, p. 57; IIA5.7].

Conclusion: Monterey Peninsula College meets Standard II.A.5.

Evidence Cited

IIA5.1 Sample CTE Program Websites
- a. Hospitality
- b. Child Development
- c. Medical Assisting
- d. Nursing

IIA5.2 Sample Course Outlines
- a. GEOL 2
- b. AUTO 108
- c. ENGL 301

IIA5.3 Sample Course Syllabi
- a. GEOL 2
- b. AUTO 108
- c. ENGL 301

IIA5.4 College Catalog: Degree Requirements, p. 50
IIA5.5 College Catalog: Certificate Requirements, p. 51
IIA5.6 College Catalog: List of Degrees & Certificates, p. 57
IIA5.7 MPC Website: List of Degrees & Certificates

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs in a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

- MPC strives to schedule courses so that college-ready students attending full time can complete degrees within two years and certificates within shorter time intervals, as established and approved by the State Chancellor's Office. Scheduling processes ensure that each department offers courses in relevant semesters for students to progress through sequences toward program completion, while also providing broad access to departmental offerings [IIA6.4]
- MPC's scheduling procedures incorporate faculty programmatic expertise and counselors' knowledge of students' needs and scheduling preferences; administrators provide oversight and overall strategic direction for the schedule. Scheduling and course offerings are also monitored through the program review process [IIA6.1a, IIA6.1b, IIA6.1c].

Analysis and Evaluation

MPC strives to schedule courses so that college-ready students attending full time can complete degrees within two years and certificates within shorter time intervals, as established and

approved by the State Chancellor's Office. The College provides estimated time to completion information for its certificates on departmental websites. Scheduling processes include input from administrators, faculty, and students to ensure that course schedules serve the diverse needs of MPC students. MPC's scheduling procedures incorporate faculty programmatic expertise and counselors' knowledge of students' needs and scheduling preferences; administrators provide oversight and overall strategic direction for the schedule. Scheduling and course offerings are also monitored through the program review process [IIA6.1a, IIA6.1b, IIA6.1c].

MPC's scheduling processes strive to ensure that each department offers courses in relevant semesters for students to progress through sequences toward program completion, while also providing broad access to departmental offerings. The College has also made a concerted effort to improve scheduling and enrollment management in keeping with its institutional goals and objectives [IIA6.2, see Objective 1.7]. To better support students as they plan paths toward graduation, transfer, degree, and/or certificate, MPC began to work on developing an annual schedule in the 2013-2014 academic year. As work on the annual schedule continued in 2014-2015 and into 2015-2016, discussion about the annual schedule expanded to include broader conversations about how to improve strategic enrollment management at the College and support students from recruitment to completion [IIA6.3].

As of fall 2015, the annual scheduling process includes a draft of course schedules from each division, based on a rollover of courses from the previous like term [IIA6.4]. Academic deans assess this 'rollover' schedule and provide feedback to Divisions and Departments. With input from department chairs, each Division develops a rough draft of an annual course schedule. After this round of schedule building, the academic deans review the full College schedule and provide further adjustments and feedback. The Vice President of Academic Affairs approves the final schedule.

Ad hoc conversations between administration and Divisions are held to fine-tune the schedule and make adjustments where needed. For example, MPC recently altered the schedule to facilitate completion of the mathematics sequence. In most cases, a sequence of math courses is required in order to transfer. To ensure students can complete the sequence in a timely manner, MPC offers a range of math classes throughout the day, as well as online and in the evening. However, in spring 2014 a counseling department review found that the schedule did not provide an important entry-level math course (MATH 360: Arithmetic and Basic Mathematics) in the evening. This inadvertently created a barrier for students working through the math sequence. To address the barrier, the Mathematics Department scheduled an evening section of MATH 360 in fall 2014 and spring 2015. The spring 2015 class filled to maximum occupancy.

During the institutional self-evaluation and preparation of the SER, the College discussed methods to evaluate the effectiveness of scheduling processes, and quickly recognized that data available from the current Student Information System (SIS) were either unavailable or insufficient to support strategic enrollment management planning. Additionally, SIS does not

currently integrate with other systems on campus, which makes it more difficult for College personnel to generate data needed to inform scheduling decisions. In fall 2015, the College began an implementation of an Enrollment Management System (EMS), which includes data that can be used to inform scheduling and evaluate the effectiveness of scheduling practices related to timely completion of certificates and degrees. The College is also addressing larger concerns about the sufficiency of its data in discussions about strategic enrollment management and planning for an improved Enterprise Resource Management (ERP) system.

Conclusion: Monterey Peninsula College believes that its scheduling practices allow college-ready students to complete certificates, degrees, and transfer goals in a period of time consistent with expectations in higher education. However, the institutional self-evaluation revealed that scheduling decisions could be better informed by analysis of prior years' enrollment data. In spring 2016, the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices. Ongoing work related to strategic enrollment management and better integration of data systems (see QFE) will support continuous improvement related to this Standard. In addition, during the spring 2016 semester, the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices. The College anticipates that it will begin implementing recommendations from the CBT workgroup in summer 2016 [IIA6.5], including recommendations to better publicize suggested course plans for two-year degree programs.

Actionable Improvement Plan

The College will complete implementation of its an Enrollment Management System (EMS) and use analysis of data from EMS strategic enrollment planning based on two-year course plans for degrees and course plans for certificates.

Evidence Cited

IIA6.1 Sample Program Review Data: Course Scheduling
- a. Philosophy, p. 2
- b. Psychology, p. 2
- c. Administration of Justice, p. 2

IIA6.2 2014-2020 Institutional Goals, Objective 1.7
IIA6.3 R2C Meeting Agenda & Results
IIA6.4 Schedule Development Timeline, fall 2015
IIA6.5 CBT Recommendations, 2/9/16

II.A.7 The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

- The College identifies students' diverse and changing needs, and implements systematic plans to support success for all students [IIA7.1, IIA7.9]

- The College has expanded both online courses offerings and services that support the delivery of online instruction in order to meet student needs, while focusing on success and equity for online learners [IIA7.2 – IIA7.8]
- The College provides professional development opportunities for faculty related to pedagogical approaches to supporting diverse learning styles [IIA7.10 – IIA7.12].
- Learning support services reflect the diverse and changing needs of MPC's students, and support success for all students [IIA7.13 – IIA7.17].

Analysis and Evaluation

MPC continually strives to improve the effectiveness of its delivery modes, teaching methodologies, and learning support services in order to support the success of all students. MPC faculty members recognize and appreciate the inherent relationship between teaching and learning. Course content, instructional methods, and student learning needs and styles must work in tandem for learning to occur. Existing processes, committees, and colleague interactions ensure that appropriate teaching methodologies are in use. Dialogue concerning the appropriate credit type, delivery mode, and location of courses and programs initially occurs at the department and division level. The Academic Affairs Advisory Group, Curriculum Advisory Committee, the Institutional Committee on Distance Education, Academic Senate, and Academic Affairs administrative team contribute to decisions and dialogue as appropriate.

Faculty determine methods of instruction for all courses. Course outlines of record clearly document the methods of instruction to be used in the course. Discipline faculty identify the diverse needs and learning styles of their students and provide the best method of delivery for instruction. Within a College department and/or division, faculty may employ a range of instructional strategies, including lecture, group work, portfolio or project-based work, lab-based teaching, online learning including hybrid modality, collaborative strategies, and integration of creative media, studio work, presentations, and debate. All courses, including developmental, pre-collegiate, short-term training, and Career Technical Education courses, and as courses offered through instructional agreements or via distance education modes of delivery, conform to the course content and course objectives in the course outline.

The College identifies and supports the diverse and changing needs of its students using several methods. MPC's Student Equity Plan provides one example of a comprehensive and systematic plan to address students' diverse and changing needs in support of equity in success for all students. The plan includes activities designed to increase success rates for traditionally at-risk subpopulations of students. The plan also includes measurable goals tied to specific success indicators, such as goals for improving course completion rates within individual target populations and specific program areas [IIA7.1]. In addition, the Student Equity Plan outlines MPC's strategy for reducing the number of students who are on academic/progress probation and/or dismissal, and provide additional resources and support to veterans, foster youth, low-income students, and students with disabilities to help increase their course completion rates. The College has established similar target population-specific goals to address ESL and Basic

Skills completion, degree and certificate completion, and transfer based on data collected and analyzed in the Student Equity Plan.

Meeting Student Needs & Supporting Student Equity through All Delivery Modes
Since fall 2013, MPC has expanded both online courses offerings and services that support the delivery of online instruction in order to meet student needs. As course offerings expanded, the MPC Online Support Team developed support resources and professional development offerings with a specific emphasis on increasing success for all students [IIA7.2]. Resources supporting success for online students include:

- An online help desk, which allows students and faculty to request support at any time. To ensure a timely and consistent response to support requests, MPC Online Support Team members monitor the helpdesk during peak usage times (Monday – Thursday 8:00am – 9:00pm, Friday 8:00am – 5:00pm, and remote monitoring on weekends). The help desk system also provides a library of tutorials and responses that answers the most commonly asked questions [IIA7.3].
- Face-to-Face drop-in support for students and faculty, available Monday-Friday by appointment or during established times in the MPC Online support office in the Library and Technology Center
- Faculty and student support resources in text and video format on the MPC Online home page [IIA7.4]

In addition, the MPC launched a new online student orientation in fall 2015. The MPC Online Student Orientation addresses topics related to the online learning environment, including accessing online courses, technology readiness, and study skills for online courses. The orientation helps students determine whether online learning is an appropriate fit for their individual learning style [IIA7.5].

MPC Online professional development offers many opportunities for faculty related to teaching methodologies that support the diverse and changing needs of MPC's students. The MPC Online Support Team launched the MPC Online Teaching Certification program in fall 2013 [IIA7.6]. The certification program consists of two levels: (1) MPC Online Teaching Certificate and (2) MPC Online Course Design Certificate. Courses in each series are based on the California Community College @ONE online training curriculum and have been adapted to incorporate MPC's Effective Strategies for Online Teaching & Learning, which include strategies for supporting student success, engagement, and a range of learning styles [IIA7.7]. The MPC Online Support Team also hosts semi-monthly "Coffee and Chat" sessions with faculty to discuss effective online teaching strategies in a less formal setting. The fall 2015 Coffee Chat series focused exclusively on student success [IIA7.8].

Using Teaching Methodologies to Meet Student Needs & Support Equity in Success
College personnel (including faculty, counselors, and learning center staff) assess students' learning styles using a variety of formal and informal methods, including individual conferences with students, English and Study Skills Center workshops, and through formal assessments offered in Personal Development classes. The College provides professional development opportunities related to pedagogical approaches to supporting diverse styles through Basic Skills Committee summer workshops, reading conferences, and MPC Online professional development for continued training. Extended training has been offered to all MPC faculty and staff during flex days, as well as through division and department meetings.

Basic Skills faculty and staff have ongoing dialogue on pedagogy and best practices for learning and meeting the needs of students, based on the recognition of multiple learning styles. The College formed its Basic Skills Committee in 2007, in response to the statewide Basic Skills Initiative. Since that time, the Basic Skills Committee has provided funding and support for projects directly aimed at addressing the needs of students who do not assess into college-level Math or English, as well as those students who are English language learners. Each funded project includes measurable outcomes to help the College evaluate their effectiveness and determine whether the project could be expanded or institutionalized [IIA7.9, IIA7.10].

The Basic Skills Committee dedicates a portion of its funding each year to support professional development related to basic skills students' needs for faculty and staff. Those who receive funding provide a report to the Basic Skills Committee demonstrating how the content of the professional development will help support success for basic skills students. For example, a math instructor who attended a statewide Umoja X conference reported that the conference helped broaden his understanding and ability to support under-represented students in general, and African-American students in particular.

The Basic Skills Committee also sponsors professional development events on campus, including 2-day OnCourse workshops in fall 2013 and 2014. Through the OnCourse training, faculty gain experience with learner-centered strategies that improve student success and retention [IIA7.11]. MPC faculty have found the training meaningful and immediately applicable; several faculty have since gone on to the annual national conference or to one of On Course's 3-4 day retreats.

MPC's Foundation also supports professional development for faculty and staff through their donor-supported Faculty and Staff Advancement Awards (FASA) [IIA7.12]. Projects sponsored during the fall 2014 FASA cycle included support for discipline-specific teaching methodology courses, conferences dedicated to learning, and integration of reading and writing lab co-requisites to better support Basic Skills English students.

Using Learning Support Services to Meet Student Needs & Support Equity in Success
Learning support services reflect the diverse and changing needs of MPC's students, and support success for all students. Personal Development courses taught by MPC's counseling faculty provide students with general skills for academic development and success. PERS 10: Introduction to College Success, a 1-unit course that provides students with information necessary for transition into MPC, includes topics such as assessment result analysis, AA/AS degrees and certificate options, transferring to CSU and UC, schedule building, and introduction to the College's student services, school policies, and academic culture. A 3-unit follow-up course (PERS 50: Making College Count) teaches students how to evaluate their personal learning styles; employ effective strategies for time management, studying, and stress management; identify values and goals; and successfully take advantage of campus resources and services.

The Access Resource Center (ARC) offers academic counseling, specialized instruction and classroom accommodations to students with a verified disability [IIA7.13]. ARC staff tailor services to support the academically-related functional limitations of individual students, in order to promote access and help students participate actively in campus programs and activities. In addition, the ARC offers a full array of Learning Skills (LNSK) classes to support students with disabilities, including Strategies for Attention Deficit Disorder, Assistive Technology Applications, and Strategies Labs in reading, writing, math, thinking and reasoning, auditory processing, and self-advocacy. The ARC offers counseling support to students, focusing specifically on students with disabilities.

Academic learning support centers on campus include the English and Study Skills Center and the Math Learning Center. The English and Study Skills Center (ESSC) offers individualized instruction and services to assist students in developing the skills they need to succeed in college-level courses [IIA7.14]. Students who need help with assignments from English classes or classes that require English skills are encouraged to come to the ESSC for assistance. In addition to tutoring services and lab classes, the ESSC offers regular workshops on topics ranging from grammar, to writing personal statements for College applications, to study skills. ESSC services are provided at the main ESSC location in the Library and Technology Center and two to three times each week at the Marina Education Center [IIA7.15]. ESSC handouts and quick references are posted on the ESSC website for all students to access as needed.

To support the success of English as a Second Language students (ENSL) and improve ESSC services for this population of students, the Basic Skills Committee supports the development and delivery of in-service training for ESSC staff by one of the College's English as a Second Language (ENSL) faculty members. Tutors learn skills and gain resources for supporting ENSL students and helping to increase their course retention and matriculation to ENGL 1A, College Composition [IIA7.16]. Likewise, the Math Learning Center (MLC) offers traditional face-to-face support at the main campus and Marina Education Center [IIA7.17]. To address learning support in the application of math skills, a series of face-to-face one-half unit to one-unit Study

Skills classes are offered to support students in science, technology, engineering, or math (STEM).

Recent faculty recruitments also reflect the diverse needs and changing demographics of MPC students. The Digital Services Librarian and Math Learning Center Coordinator positions (filled in fall 2014) include specific duties related to support for basic skills students [IIA7.18, IIA7.19], and demonstrate an example of an effort to meet the needs of increasing numbers of college-unprepared students on campus. The positions had strong support from MPC's Basic Skills committee.

Conclusion: Monterey Peninsula College meets Standard II.A.7.

Evidence Cited:

IIA7.1 Student Equity Plan
IIA7.2 ICDE Strategic Goals, 2015-2016
IIA7.3 MPC Online Help Desk
IIA7.4 MPC Online Faculty Training and Support
IIA7.5 MPC Online Student Orientation & Support
IIA7.6 MPC Online Teaching Certification Program
IIA7.7 Effective Strategies for Online Teaching and Learning
IIA7.8 Coffee Chat Schedule, Fall 2015
IIA7.9 Basic Skills Committee Annual Report, 2013-2014
IIA7.10 Basic Skills Committee Annual Report, 2014-2015
IIA7.11 OnCourse Workshop Evaluations
IIA7.12 Faculty & Staff Advancement Awards
IIA7.13 ARC Website
IIA7.14 ESSC Website
IIA7.15 Marina Education Center Website
IIA7.16 ENSL Service Training Project
IIA7.17 MLC Website
IIA7.18 Digital Services Librarian
IIA7.19 Math Learning Center Coordinator

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Monterey Peninsula College does not at this time use departmental and/or program examinations.

II.A.9 The institution awards credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

- MPC awards credit for courses based on student attainment of student learning outcomes (SLOs) and course objectives. MPC's curriculum development processes use both student learning outcomes and course objectives to describe the skills and knowledge that students will be able to demonstrate as they successfully exit a course [IIA9.1].
- Instructors assign course grades based on students' proficiency with course objectives and learning outcomes. By earning course credit in courses within a chosen program of study, students fulfill degree and/or certificate requirements. Students cannot achieve their degree or certificate without attaining satisfactory (i.e., "C or better") levels of proficiency in the stated student learning outcomes for their major courses [IIA9.2].
- MPC's courses use the Carnegie Unit, where for every one hour of lecture, the student has two hours of outside coursework/homework assigned to supplement classroom learning. Students are informed of the number of units to be awarded for each course in the College Catalog [IIA9.3, IIA9.4] and class schedules [IIA9.5], as well as via individual course syllabi.

Analysis and Evaluation

Awarding Credit Based on Student Attainment of SLOs

MPC awards credit for courses based on student attainment of student learning outcomes (SLOs) and course objectives. MPC's curriculum development processes use both student learning outcomes and course objectives to describe the skills and knowledge that students will be able to demonstrate as they successfully exit a course [IIA9.1, p. 45]. SLOs are broader in scope; course objectives have a more specific and narrow focus, and support or build towards the broader SLOs. Course outlines of record document how attainment of each course objective will be measured or assessed (e.g., written examination, performance evaluation, skills demonstration, portfolio presentation, oral presentations). As the Curriculum Advisory Committee (CAC) reviews and approves course outlines, it considers whether the objectives and their respective methods of assessment are appropriate (see Standard II.A.2). As instructors assess the degree to which students meet the course objectives, there is an implicit connection to students' attainment of the broader SLOs for the course. To receive course credit, students must earn a letter grade of at least a "D" in the course (or "Pass" in a pass/no pass course). Thus, MPC awards credit based on an assessment of the attainment of course objectives and, by extension, the broader SLOs based on those objectives.

Awarding Degrees and Certificates Based on Student Attainment of SLOs

Attainment of student learning outcomes is central to the basic structure underlying MPC's degree and certificate awards. Instructors assign grades based on students' proficiency with course objectives, which in turn, support the broader SLOs for the course as described above. Students earn course credits by achieving a passing letter grade. By earning course credit in courses within a chosen program of study, students fulfill degree and/or certificate requirements. Students cannot achieve their degree or certificate without attaining satisfactory (i.e., "C or better") levels of proficiency in the stated student learning outcomes for their major courses [IIA9.2, p. 50]

For example, a Political Science Associate in Arts for Transfer degree is awarded when a student earns credits in the appropriate courses and therefore attains the following program learning outcomes:

1. Identify the primary theories and methods associated with the four major subfields of the political science.
2. Explain the relationship of political outcomes (i.e., constitutions, laws, treaties, wars, etc.) to the institutional structures that have produced them.
3. Identify the primary variables in the political development of the institutions of U.S. government.
4. Relate the primary theories of political motivation to the actions of political actors, both individual and institutional.

Students attain these program-specific learning outcomes (as well as the general education outcomes and competencies) by completing a prescribed program of study [IIA9.3, p. 67]. The course of study consists of either the CSU or IGETC General Education Pattern and 60 transferable units, including 18-19 total units selected from specific courses within the Political Science discipline. Student learning outcomes within individual courses in the program build into the program-level outcomes, as shown in the example in Figure 1.

Figure 1: Relationship between Program Learning Outcome and Course SLOs

Program Outcome: Explain the relationship of political outcomes (i.e., constitutions, laws, treaties, wars, etc.) to the institutional structures that have produced them.

Examples of related SLOs from courses in the Political Science AD-T

- Explain contemporary political and legislative outcomes in terms of the national principles from the Declaration of Independence and US Constitution. (POLS 1)
- Show how foreign policy is made and how other international actors have used power in pursuit of their interests. (POLS 4)
- Describe both U.S. and California constitutions and examine how they treated African Americans as a civic population. (POLS/ETNC 16)

As students attain satisfactory proficiency in the student learning outcomes related to political outcomes and institutional structures in the individual courses, they build toward attainment of the learning outcomes for the program.

In another example, a Cisco Networking and Security Professional – Certificate of Achievement is awarded to students who earn credits in the appropriate courses and attain the following learning outcomes:

1. Configure Cisco routers to perform local and wide area network routing using various routing protocols.
2. Configure Cisco switches to perform network switching.
3. Implement and configure security on local and wide area networks.

Students attain the learning outcomes for the certificate program as they complete the prescribed program of study [IIA9.4, p. 80]. This includes completing 20 units from courses related to network fundamentals (CSIS 76A, CSIS 179), switches and routers (CSIS 177A and 178), and network security (CSIS 198). Course outlines and explicitly state how students will be assessed and graded, based on the degree to which they attain the objectives and outcomes for each course. As with the Political Science AA-T example describe above, student learning outcomes within the individual courses in the certificate program build into the certificate-level outcomes.

Units of Credit Reflect Accepted Norms in Higher Education

MPC awards units on the basis of acceptable norms. Courses follow the "Carnegie Unit," where for every one hour of lecture, the student has two hours of outside coursework/homework assigned to supplement classroom learning. Students are informed of the number of units to be awarded for each course in the College Catalog and class schedules [IIA9.5], as well as via individual course syllabi.

Conclusion: Monterey Peninsula College meets Standard II.A.9.

Evidence Cited

IIA9.1 Faculty Handbook: Student Learning Outcomes, p. 45
IIA9.2 2015-2016 College Catalog: Degree & Certificate Information, p. 50
IIA9.3 Program Description: AAT in Political Science (Catalog, p. 67)
IIA9.4 Program Description: CoA, Cisco Networking & Security Professional (Catalog, p. 80)
IIA9.5 Fall 2015 Course Schedule

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the college develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

- The College provides transfer policies and related information to students through the College Catalog and Career & Transfer Resource Center, as well as through individual meetings between counselors and students [IIA10.1 – IIA10.3].
- The College has articulation agreements in place with other institutions where patterns of student enrollment between institutions have been identified [IIA10.5].

Analysis and Evaluation

Accessible Transfer-of-Credit Policies

MPC counselors work closely with students to develop education plans that focus on transferability of courses. Counselor-student dialogue serves as one way in which the College makes its transfer-of-credit policies available and accessible to students. Counselors provide essential information to students when they first enter MPC and require aid in assessing previous course work from other institutions. Counselors also provide information on transfer-of-credit policies to students as they prepare to transfer from MPC to another institution [IIA10.1].

The Career and Transfer Resource Center works closely with counselors and students to provide clear transfer-of-credit policies to students and to insure that students understand what is required to transfer. Services at the Center include academic planning workshops, transfer workshops, application workshops, sponsoring visits from university representatives, and communicating the essentials of Transfer Agreement Guarantee (TAG) programs that allow students to receive early notification of conditional acceptance to 11 University of California campuses [IIA10.2]. These efforts facilitate the mobility of students from other institutions to from MPC to other institutions, while minimizing unnecessary coursework or student financial resources.

The Course Catalog, Schedule of Classes, and Course Syllabi communicate transfer of credit policies, as well. The course descriptions in the Course Catalog and Schedule of Classes include number of units, type(s) of grades earned, total number of hours, means of instruction, course content and transferability. Course syllabi specify objectives consistent with those in officially approved course outlines or include student learning outcomes, thus, providing a means by which MPC students who are transferring to other institutions can provide documented MPC course learning outcomes facilitating transferability. Furthermore, the MPC Catalog details the

steps required to transfer to the CSU, UC systems, Local Private Colleges, and Out-of-State universities [IIA10.3, p. 114-115].

Certification of Other Institutions' Learning Outcomes

Counselors perform course content evaluations of coursework taken at other institutions to determine which courses fulfill certificate, degree, and/or transfer requirements at MPC. Counselors and students work together to assess coursework from other institutions. After obtaining information about the course from the student, the counselor works with transcripts and/or directly with other institutions to assess course-to-course-to-articulation status; this includes comparing MPC course descriptions with catalog descriptions for courses taken at other institutions. If a student has completed coursework at a UC, CSU, or another California community college and wants to transfer to a UC or CSU, counselors refer to articulation information on the ASSIST.org website to determine how the courses apply to general education requirements and the student's major. Counselors document the applicable courses on students' advising sheets and place them in the student's matriculation file. When courses are articulated they are defined as comparable to or accepted in lieu of courses at a receiving campus; thus, course learning outcomes articulate, as well.

If a student has completed coursework at a private or out-of-state college, MPC counselors access the catalog of the college in question and review course descriptions to determine whether courses on the student's transcript are comparable to courses at MPC, and whether these courses satisfy general education and/or the major requirements. Counselors use professional judgment to make decisions during the course evaluation process, and seek assistance from MPC faculty in the subject area if they cannot make a determination.

Articulation Agreements and Patterns of Enrollment

The College establishes articulation agreements as curriculum is developed and revised, and in in response to requests from MPC faculty, and other institutions. The Articulation Officer sits on the Curriculum Advisory Committee, which allows for direct awareness of curriculum decisions that might affect current agreements or require new ones. The Articulation Officer uses maintenance reports on the ASSIST.org website identify appropriate articulation with other institutions in the state [IIA10.4]. Information on the ASSIST site also helps the Articulation Officer support faculty as they develop or revise courses to best meet articulation requirements.

The Articulation Officer reviews existing curriculum at least three times a year in order to report curriculum changes to the ASSIST coordination site. Further review of curriculum changes occurs as the Articulation Officer prepares the annual Summary of Curricular Changes Transferable Courses for distribution to all two and four-year public institutions in California. Reviewing summaries of curricular changes from the four-year institutions helps the College identify necessary and possible articulation changes.

The College develops articulation agreements with other institutions in support of its mission to provide for students wishing to pursue transfer goals. MPC's transferable courses and programs offer equivalent content and rigor to lower division programs in four-year colleges and universities. Extensive articulation has been established and maintained over the last several decades with all institutions identified as primary transfer institutions.

As of fall 2015, MPC offers 17 AA-T or AS-T degrees in association with SB1440 [IIA10.5, p. 50-51]. These degrees guarantee admission to CSU campuses for any MPC students who complete the requirements satisfactorily, and ensure that the transferring student will need no more than 60 units after transfer to earn a bachelor's degree.

Conclusion: Monterey Peninsula College meets this Standard II.A.10.

Evidence Cited

IIA10.1 Counseling & Academic Advising Website
IIA10.2 Career & Transfer Center Website
IIA10.3 2015-2016 College Catalog: Transfer Steps, p. 114-115
IIA10.4 Assist.org
IIA10.5 2015-2016 College Catalog: AD-T List, p. 50-51

II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

- MPC uses its GEOs as its general education program outcomes and as its institutional-level learning outcomes. All broad discipline areas have an assigned GEO [IIA11.1, IIA11.3].
- Students who wish to graduate must meet specific graduation requirements in Reading and Writing, Mathematics, and Information Literacy. Graduation requirements are clearly stated in the College Catalog [IIA11.2].
- Degree and certificate programs also include program-specific outcomes that describe the application of general competencies within the context of a specific discipline area. Competencies for reading, writing, information literacy, and quantitative analysis are built into the curriculum and general education requirements [see Tables 1 and 2 below].

Analysis and Evaluation

All MPC programs incorporate general competencies related to communication, information literacy, quantitative and analytical inquiry, ethical reasoning, and respect for diverse perspectives through course SLOs, program SLOs, and General Education Outcomes (GEOs). MPC uses its GEOs as its general education program outcomes and as its institutional-level

learning outcomes. Institutional Outcomes describe the skills or abilities that should characterize those students that leave MPC after spending multiple semesters at MPC pursuing degree, certificate, or transfer goals and successfully engaging in the GE program. In addition, students who wish to graduate must meet specific graduation requirements in Reading and Writing, Mathematics, and Information Literacy. GEOs and graduation requirements are clearly stated in the College Catalog [IIA11.1, p. 55; IIA11.2, p. 51]

All broad discipline areas have an assigned GEO [IIA11.3]. Degree and certificate programs also include program-specific outcomes that describe the application of general competencies within the context of a specific discipline area. For example, program-level outcomes for the Associate of Arts in History for Transfer degree specify how students will apply skills described in the Social Sciences GEO (GEO D) in the context of the discipline of history. Competencies for reading, writing, information literacy, and quantitative analysis are built into the history curriculum and general education requirements. Upon successful completion of the program, students have demonstrated attainment of the program-level outcome, the GEO, and competencies such as communication and ethical reasoning. Tables 1 and 2 below provide examples of the relationship between the GEO, Program Learning Outcomes, and competencies in a transfer and CTE program.

Table 1: AA-T History -- Program Area Outcomes and Competencies

GEO D: Social Sciences	**Program Learning Outcomes:**	**Competency / PLO Relationship**
Upon successful completion of this area, students will have demonstrated an ability to: critically examine and comprehend human nature and behavior, social traditions, and institutions.	Upon successful completion of the program, students will have demonstrated the ability to: • Read and analyze primary and secondary sources. • Write College-level analytical essays on historical subjects. • Describe the basic chronological history of the U.S., Europe, and elective non-European regions chosen by the student. • .Use race, class, and gender as categories of analysis to understand history	Communication (demonstrating ability through writing or presentation through writing) Information (ability to read and analyze primary and secondary sources Quantitative (examination will include some quantitative analysis) Analytical (Critically examining includes analytics) Ethical reasoning, engaging diverse perspectives (examination of social traditions)
History AA-T Outcomes and Requirements from the 2015-2016 College Catalog [IIA11.4a, p. 65]		

Table 2: Automotive Technology Program Area Outcomes and Competencies

GEO E2: Lifelong Learning / Careers	Program Learning Outcomes	Competency / PLO Relationship
Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals.	Upon successful completion of the program, students will be able to: • Demonstrate the necessary skills and work habits for entry-level employment and advancement in trades associated with automotive maintenance and repair. • Use repair manuals and parts catalogs. • Diagnose problems with automatic transmissions.* • Repair automatic transmissions* • Service front wheel drives and transaxles.*	Communication (demonstrating ability through writing or presentation) Information (ability to identify and analyze trade-specific data) Quantitative (accurate assessment of maintenance issues) Analytical (accurate diagnosis of maintenance issues) Ethical reasoning and engaging with diverse perspectives (examination of personal goals; entry-level employment skills and work habits
**From the "Fast Track: Automatic Transmissions" certificate. Similar outcomes exist for fast track certificates on brake systems, automotive steering and suspensions, and standard transmissions. *Automotive Technology Degree/Certificate Outcomes from the College Catalog [IIA4.b, p. 72-73]*		

Through this structure, the College has ensured that programs include content related to communication, information literacy, quantitative and analytical inquiry, ethical reasoning, and the ability to engage with diverse perspectives.

During the preparation of the SER, the College determined that program level outcomes in place for Associate Degrees for Transfer (AD-Ts) and CTE degrees and certificates described the competencies and knowledge students gain through program completion with much greater specificity than the GEOs currently used as program learning outcomes for Associate of Arts and Associate of Science degrees. As the Learning Assessment Committee streamlines program assessment processes, it will facilitate a discussion about developing more specific program learning outcomes for those programs with only a GEO in place.

Conclusion: Monterey Peninsula College meets Standard II.A.11; however, there are opportunities for continued improvement in this area.

Actionable Improvement Plan

The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved

learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.

Evidence Cited

IIA11.1 2015-2016 College Catalog: MPC General Education Areas, p. 55
IIA11.2 2015-2016 College Catalog: Graduation Requirements, p. 51
IIA11.3 Faculty Handbook: GEO Mapping, p. 56-58
IIA11.4 Sample Program Descriptions, 2015-2016 College Catalog
a. History AA-T, p. 65
b. Automotive Technology, p. 72-73

II.A.12 The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in the catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

- Per established Board Policy, the College requires that its degree programs include a general education component. MPC's General Education components are clearly outlined in the College Catalog [IIA12.1 – IIA12.3].
- MPC's Curriculum Advisory Committee, working with discipline faculty, determines the appropriateness of each course for inclusion in the general education curriculum [IIA12.6 – IIA12.8].
- The College's general education curriculum provides students with broad exposure to knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. General education learning outcomes (GEOs) include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning [IIA12.3 – IIA12.4].

Analysis and Evaluation

The California State Board of Education has authorized Monterey Peninsula College to confer the Associate in Arts (AA), Associate in Arts for Transfer (AA-T), Associate in Science (AS), and Associate in Science for Transfer (AS-T) degrees. These degrees are awarded to students who have satisfied competency requirements (reading, writing, mathematics, and information competency), General Education requirements, major/area of emphasis requirements, a minimum of 60 degree-applicable units with a 2.0 ("C") grade point average, and local completion

requirements of 12 units, with at least six in a major concentration area. The College Catalog clearly outlines the specific requirements for attaining each degree and certificate awarded by the College [IIA12.1, p. 51].

MPC structured its General Education (GE) program through a faculty-driven process, with the core philosophy that students who have fulfilled the GE requirements should be prepared to participate in civil society, and have a broad, general understanding of the knowledge, practices, and approaches in the arts, humanities, the sciences, mathematics, and social sciences [IIA12.2]. The MPC GE program is divided into six broad areas, each with a direct relationship to the arts, humanities, sciences, mathematics, social sciences, lifelong learning, self-development, and/or culture understanding. Each GE area has a General Education Outcome (GEO), which clearly states what skills and knowledge students are expected to learn as they complete requirements for that area [IIA12.3, p. 55]

MPC's GE program aligns with the CSU GE-Breadth and the Inter-segmental General Education Transfer Curriculum (IGETC) general education patterns. All three GE patterns are similar in scope and expectations [IIA12.4, p. 55]. All three GE patterns and the MPC GEOs are clearly stated in the College Catalog [IIA12.5, p. 53-56].

Determining Appropriateness of Courses to Include in the General Education Curriculum
MPC faculty request that courses be included in the General Education curriculum as they develop or revise course proposals. The Curriculum Advisory Committee (CAC) then considers whether the course meets the standards for inclusion in MPC's GE pattern [IIA12.6]. After approval by the CAC, MPC also submits courses to the CSU and UC systems for approval to be included in the CSU-Breadth and IGETC GE patterns. Therefore, the CAC carefully compares any courses under consideration for the MPC GE program to the GE standards published by the CSU and UC systems, as well. Both the CSU and IGETC Standards are posted on the CAC website so that faculty can review them as they develop or revise their courses, prior to requesting inclusion in the GE patterns [IIA12.7]. In addition to the standards for each GE pattern, the document "Guiding Notes for General Education Course Reviewers," published by the CCC Chancellor's Office, assists the CAC in their determination. Typically, the CAC considers courses for inclusion in the CSU and IGETC patterns in the fall semester, and for inclusion in the MPC GE pattern in the spring semester.

The GE Requirements subcommittee reviews each course proposed for GE inclusion by comparing the course description, objectives, and content to established standards for each pattern. After this review, the subcommittee makes a recommendation about whether a course meets the standards for inclusion. The full CAC considers the subcommittee's recommendations at its GE review meetings. For example, at its GE review on 22 April 2015, the CAC discussed and then approved the subcommittee's recommendation to include Business 49: Professional Selling in MPC GE Area E2: Lifelong Learning and Self-Development, as an Introduction to Careers course. At the same time, the CAC denied the request for Business 49 to be included in

MPC GE Area A2: Communication and Analytical Thinking, as the course content did not demonstrate the interconnection or bridging of many different disciplines required by the MPC GE Standards [IIA12.8].

The CAC follows this process when reviewing courses for potential inclusion in CSU and IEGTC patterns, as well. As with the recommendation for the local GE requirements, the full CAC hears the recommendations of the GE review subcommittee and makes a determination about whether courses are appropriate for inclusion by comparing the course description, objectives, and, content to the established standards for the CSU and IGETC patterns. Once the CAC determines that a course meets the standards for inclusion, the course is submitted to CSU and UC reviewers for articulation. As of the spring 2016 semester, 309 GE courses at MPC articulate with the CSU GE pattern, and 207 courses with the IGETC pattern [IIA12.9].

Providing Broad Comprehension of the Development of Knowledge: General Education Outcomes (GEOs)

MPC's GE program has comprehensive learning outcomes for the students who complete it. Together, the GEOs lead to:

- An understanding of the basic content and methodology of the major areas of knowledge, through experiences within the humanities and fine arts, the natural sciences, and the social sciences;
- The capability to be a productive individual and lifelong learner, through the development of skills related to oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means; and,
- Recognition of what it means to be an ethical human being and effective citizen, through development of qualities such as an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities.

Students meet these competencies as they complete the GE courses. Students develop oral and written communication skills as they engage in classroom discussions, demonstrate knowledge through examinations or presentations, by writing papers, delivering speeches, , and participating in group activities. Laboratory work in a variety of science classes requires students to collect and analyze data using a wide range of equipment and computerized technologies. Many classes also require that students use MPC Online or other websites to access resources, turn in assignments, and/or share information with classmates.

Courses in the natural sciences and mathematics strongly emphasize scientific and quantitative reasoning. In an effort to promote inter-disciplinary dialogue, instructors within the physical and biological sciences have developed a common SLO for all courses in their area. The common SLO addresses the importance of using quantitative reasoning as students use the scientific

method to investigate phenomena in the natural world, and then correctly apply concepts, theories, and technology to explain these phenomena.

Developing Skills for Lifelong Learning and Application of Learning

By completing courses within the General Education requirements, students have the opportunity to explore their options and discover what it means to be productive, lifelong learners. Students also have opportunities to develop transferrable skills. As demonstrated above, each GE pattern (CSU GE-Breadth, IGETC, and MPC GE) includes written communication, scientific and quantitative reasoning, critical analysis/logical reasoning, and the ability to acquire knowledge through a variety of means (e.g., different pedagogy, disciplines, or instructors). Students gain information competency skills through the written communication requirement for each GE program, and/or through formal information competency courses offered by the Library (LIBR 50: Introduction to Library and Research Skills, or LIBR 80: Internet Literacy).

Likewise, students develop computer literacy in many areas of the GE curriculum. Increasingly, courses integrate basic computer literacy skills into class activities, providing students with the opportunity to build skills in this area as they successfully participate in class. English and speech communication classes, for example, typically require students to hand in work that is typed and appropriately formatted. Other courses require the use of MPC Online to access class resources, extend discussions, and turn in coursework. Students may build their skills or explore computer literacy as a professional field by enrolling in a Business Skills Center course under Area E2 in the MPC General Education track.

Preparing Students for Responsible Participation in Civil Society

Throughout the General Education curriculum, students gain exposure to concepts related to responsible participation in civil society. Ethics, discussions of attributes of effective citizens, respect for cultural diversity, and other components of civic responsibility are explored in philosophy, speech communication, women studies, ethnic studies, political science, humanities, biology, anthropology, and English courses, among others. Participation in these courses introduces students to varied perspectives on social values and responsibilities. Many programs provide opportunities to consider the ethical implications of study and application of skills.

The importance of responsible citizenship is also incorporated into topics such as workplace standards, encouragement of cooperation, and respect for others in academic and professional settings. Group activities in all classes require students to practice civility, use appropriate interpersonal skills, express cultural sensitivity, and take personal responsibility for their contribution to group tasks. The widespread use of such pedagogical methods provides students with the tools to recognize the meaning of ethics and effective ways to contribute to their academic and local community.

Monterey Peninsula College students appear to feel that they have the capacity to be lifelong learners. Students gave a rating of 5.83 (out of 7) to the Noel-Levitz Student Satisfaction

Inventory item, "I am able to experience intellectual growth here." In addition, students feel that "there is a good variety of courses provided on this campus" (satisfaction rating of 5.57 out of 7), and that "nearly all classes deal with practical experiences and applications" (5.57 out of 7) [IIA12.10].

Conclusion: Monterey Peninsula College meets Standard II.A.12.

Evidence Cited

IIA12.1 2015-2016 College Catalog: Degree Requirements, p. 51
IIA12.2 Board Policy 3001: General Education
IIA12.3 2015-2016 College Catalog: MPC General Education Areas, p. 55
IIA12.4 2015-2016 Faculty Handbook: GE Mapping Table, p. 55
IIA12.5 2015-2016 College Catalog: GE Patterns, p. 53-56
IIA12.6 MPC GE Standards
IIA12.7 CAC website
IIA12.8 CAC Minutes, 4/22/15, p. 4
IIA12.9 Articulation Report, Spring 2016
IIA12.10 Noel-Levitz Student Satisfaction Inventory: 2014 vs. 2009

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

- MPC awards the Associate of Arts, Associate of Arts for Transfer, Associate of Science, and Associate of Science for Transfer degrees. To earn one of these degrees, a student must complete a minimum of 60 degree-applicable units, including courses selected from a major concentration (i.e., a specific discipline or area of inquiry). Each major concentration focuses around at least one area of inquiry or interdisciplinary core [IIA13.1 – IIA13.3].

Analysis and Evaluation

Requiring Focused Study in an Area of Inquiry or Interdisciplinary Core

Monterey Peninsula College awards the Associate of Arts, Associate of Arts for Transfer, Associate of Science, and Associate of Science for Transfer degrees. To earn one of these degrees, a student must complete a minimum of 60 degree-applicable units, including courses selected from a major concentration (i.e., a specific discipline or area of inquiry). Each major concentration focuses around at least one area of inquiry or interdisciplinary core [IIA13.1, p. 61-67, IIA13.2, p. 52, IIA13.3]. In addition to providing focused study within a specific area of inquiry, transfer majors enable students to complete the lower division requirements of similar programs at four-year Colleges or universities; career-technical (CTE) majors prepare students for a specific occupation or career path.

Specialized Courses Based on Student Learning Outcomes and Competencies

As discussed in Standard II.A.3, all courses at MPC, including specialized courses within a specific area of inquiry and interdisciplinary courses, have Student Learning Outcomes (SLOs). MPC faculty and departmental chairs remain active in their professional fields to ensure course content, learning outcomes, and objectives reflect current thinking in the disciplines. During the learning outcomes assessment process (i.e., instructor and program reflections), faculty consider all aspects of SLOs including their appropriateness to key theories in the field. In this way, MPC faculty expertise provides one level of assurance that specialized courses are based on SLOs that reflect key theories and practices within the field of study. Standard II.A.9 outlines how course-level SLOs build to mastery and attainment of program-level outcomes within a specific area of inquiry.

MPC's Curriculum Advisory Committee (CAC) provides another level of assurance that courses are based on key theories and practices within the field of study. During the curriculum review process, the CAC assesses the course in terms of its place within its discipline. Additionally, CAC considers stated course objectives in terms of their appropriateness to the degree level. Since course objectives build into course SLOs, the CAC assessment helps to ensure that the course SLOs reflect key theories and practices within the field of study at the appropriate degree level.

All courses at MPC, including specialized courses in an area of inquiry or interdisciplinary core, include student learning outcomes and competencies, as discussed in Standard II.A.3 and II.A.9. In addition to regular review of course objectives and SLOs during the curriculum development and review process, the C-ID articulation process also helps the College assure that course SLOs reflect key theories and practices within the field of study. During the C-ID process, each course is reviewed to ensure the course content (including learning outcomes and objectives) meet expectations for lower-level coursework and leads to mastery of appropriate competencies and key theories within the specific area of inquiry.

Conclusion: Monterey Peninsula College meets Standard II.A.13.

Evidence Cited

IIA13.1 2015-2016 College Catalog: ADT Program Descriptions, p. 61-67
IIA13.2 2015-2016 College Catalog: AA/AA-T/AS-T Majors with CSU and IGETC GE, p. 52
IIA13.3 2015-2016 College Catalog: AA/AS Majors with MPC-GE, p. 57

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

- MPC's career-technical certificate and degree programs prepare students to enter the workforce, and the curricula supports student attainment of technical and professional competencies, employment standards, and employer expectations in each given field. Program learning outcomes are clearly stated in the College Catalog [IIA14.1].
- In fields where external licensure or certification is required for employment or optional for job advancement, program curricula are structured to prepare students for their exams [Table 1 below, IIA14.3 – IIA14.6].

Analysis and Evaluation

MPC's career-technical certificate and degree programs prepare students to enter the workforce, and the curricula supports student attainment of technical and professional competencies, employment standards, and employer expectations in each given field. In fields where external licensure or certification is required for employment (Nursing), the curriculum is intentionally based on industry standards to prepare students for their exams. Each program has program- and course-level learning outcomes in place that align with employment and other applicable standards [IIA14.1, IIA14.2]. All career-technical programs have local advisory committees made up of representatives of local industry and potential employers. Advisory groups meet at least once per year to review the curriculum and make recommendations to ensure that the student learning outcomes are consistent with current industry and employer expectations.

MPC's career-technical programs include several examples of competency-based curricula to ensure that graduates demonstrate technical and professional competencies for employment and, if applicable, are prepared for external licensure and certification in their field. For example, more than 80% of MPC's Nursing program graduates have become employed as registered nurses within nine months of graduation. In addition, the pass rates for those students taking the National Council Licensure Exam (NCLEX), which is required for employment in this field, have exceeded 90% in four of the past five years.

Table 1: Licensure Pass Rates, Nursing

	10/11	11/12	12/13	13/14	14/15
NCLEX RN Exam Pass Rates)[1]	96.23	100%	86.67%	95.65%	93.33%

Source:

[1] *NCLEX Pass Rates.* CA Board of Registered Nursing. http://www.rn.ca.gov/schools/passrates.shtml

MPC's Automotive Technology program also prepares students for a national exam. The ASE (Automotive Service Excellence) Certification is the current industry standard certification for automotive technicians. Although voluntary and not required for employment in this field, ASE certification leads to better job opportunities for technicians. In order to earn certification in an area of automotive maintenance (e.g., Brakes), prospective candidates must pass an ASE certification exams on in that subject area and provide proof of two years relevant work experience. Most of MPC's Automotive Technology courses are designed around the ASE

requirements and help students prepare for the certification exams. Courses that emphasize ASE Certification preparation clearly state this objective in the catalog description [IIA14.3]. Course syllabi further reinforce the connection between the class and the ASE certification, both in the stated student learning outcomes and the description of the final exam [IIA14.4].

As ASE Certification is voluntary in the automotive industry and students generally sit for the exam after two years of work experience (often after they leave MPC), it is difficult to track certification pass rates. However, the National Institute for Automotive Service Excellence, the organization that administers the ASE Certification, offers a student-level certification. As students successfully complete the final exam in each ASE prep course, they receive a student-level ASE certification in that area of focus. In the spring 2014 semester, the ASE awarded 49 student certificates to MPC students. Program faculty estimate that 70% of students enrolled in the Automotive Technology program in 2013-2014 received student-level certification in at least one ASE area.

The Automotive Technology program builds opportunities for supervised professional experience into the curriculum. Two courses in particular, AUTO 161: Supervised Automotive Trade Experience I and AUTO 162: Supervised Automotive Trade Experience II, give students a chance to develop professional work habits in a functioning repair shop environment [IIA14.5]. Known on campus as "Auto Tech Skills Lab," these two courses simulate the environment of an auto repair facility. Students have the opportunity to perform general maintenance and light repair on cars brought in by MPC personnel under the supervision of MPC instructors. The primary goal for the lab is to enhance student learning; Automotive Technology instructors select repair jobs for the Auto Tech Skills Lab based primarily on whether the potential repair will benefit student learning, and secondarily on whether the Automotive Technology program has the correct tools and information to properly service the vehicle [IIA14.6].

The institution relies on input from advisory committees to help ensure that its CTE graduates demonstrate technical and professional competencies that meet employment and other applicable standards. Input from the advisory committees helps the institution structure its CTE programs and establish student learning outcomes to meet the expectations of local employers. For example, members of the Administration of Justice Advisory Committee are active professionals in the local criminal justice system, including representatives from the county District Attorney's office, local police departments, state police, and correctional facilities. Advisory Committee members have helped to open educational opportunities for students, both in terms of sites for fieldwork experience access to sites for field trips. One member of the Advisory Committee was able to help the department chair arrange for class visits to the Salinas Valley Correctional Facility. Committee members have also made suggestions about professional expectations that have led to curriculum revisions. In one case, a committee member representing the California Highway Patrol indicated that underdeveloped essay writing skills have become a barrier for entry into the Highway Patrol. As a result, the department has incorporated more essay writing

into ADMJ courses to give students opportunities to practice writing within their discipline that goes beyond writing case briefs and police reports.

Conclusion: Monterey Peninsula College meets Standard II.A.14.

Evidence Cited

IIA14.1 2015-2016 College Catalog
IIA14.2 CTE Programs Website
IIA14.3 Catalog Course descriptions: Automotive Technology
IIA14.4 Sample Syllabus: AUTO 106
IIA14.5 Course Outlines of Record: AUTO 161 & AUTO 162
IIA14.6 Auto Tech Skills Lab Policies and Frequently Asked Questions

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

- The College has policies and procedures in place that outline the process for program discontinuance in a manner that allows students to complete their education with minimal disruption [IIA15.1 – IIA15.2].
- When program requirements are significantly changed, the College provides information to students to ensure that they are aware of the changes and can complete their education with minimal disruption [IIA15.5 – IIA15.7].

These examples are discussed in greater detail below.

Analysis and Evaluation

Monterey Peninsula College is committed to providing students with excellent instructional programs. When circumstances require that a program must be significantly changed or discontinued, the College considers the needs of students, and takes steps to minimize disruptions to students within the program, as outlined in Board Policy 3005: Academic Program Discontinuance and its accompanying administrative procedures.

Program Discontinuance

Board Policy 3005: Academic Program Discontinuance requires MPC to adopt and follow procedures for discontinuing academic programs [IIA15.1]. Administrative Procedure 3005: Procedure for Academic Program Discontinuance outlines the discontinuance process and the steps taken to provide for the needs of students in the event that a program is eliminated [IIA15.2]. Both the Board Policy and accompanying administrative procedure were last reviewed and re-affirmed by the Governing Board in June 2007.

The discontinuance procedure is initiated for a program exhibiting one or more early warning signs (e.g., significant or ongoing drop in enrollments or completion rates; changes in the local job market; lack of available qualified program personnel; diminished pool of prospective students, etc.). The process allows for a focused examination and analysis of a program, and based on the results of the examination, may lead to one of three outcomes: no further action, College assistance for the program, or discontinuance.

Once a recommendation to initiate the discontinuance procedures for a program, the Vice President, Academic Affairs (VPAA) establishes an *ad hoc* discontinuance committee and charges them with conducting a focused, objective evaluation of the program in question. To help prevent bias, discontinuance committees consider the following information during any discontinuance process:

- Enrollment trends over 3 years, and influences on those enrollments
- Persistence and completion rate trends
- Retention rate trends
- FTES/FTEF trends
- Scheduling trends
- Program resource availability, including equipment, staffing, facilities, marketing and outreach efforts to date, and any partnerships
- Balance of College offerings within and across disciplines
- Alternative program options
- Transfer issues
- Permanent or cyclical barriers
- Costs/FTES trends
- Costs to revitalize the program

In discussions of career-technical programs, committees also consider:

- In-depth labor market and self-employment data
- Information/issues related to programmatic accreditation, licensing, or certification
- Regional issues (e.g., duplication of programs, enrollment/demand trends)
- Curriculum and industry standards
- Licensure issues (including examination pass rates, if applicable)

After reviewing the data and completing its evaluation, the committee reaches consensus about next steps. The committee presents its findings to the program faculty, area dean, and Academic Senate. Committee recommendations for College assistance or discontinuance are taken to College Council for action; College Council makes the assistance or discontinuance recommendation to the Superintendent/President on behalf of the institution.

Once a program has been discontinued, program staff contact students currently enrolled in the program to assess their needs and concerns. Counselors work with any students who are unable

to complete the program during the discontinuance period, and assist them in making alternate arrangements for program completion (such as locating transfer options or other feasible and reasonable alternatives).

In the current accreditation cycle, only one program, Marine Science and Technology (MAST), has been recommended for discontinuation. In Nov. 2013, the VPAA convened a discontinuance committee to discuss the possibility of discontinuing the MAST program due to low enrollments and declining completion rates. After its review of program vitality data, the committee recommended discontinuance based on several factors, including low enrollment, declining enrollment, limited local job opportunities in the field, insufficient funding, and lack of full-time faculty. In its recommendations, the committee noted that it expected the impact of discontinuance on students to be minimal, as few students were actively enrolled in the program [IIA15.3].

The committee further recommended that four courses from the MAST program be maintained, as they were believed to be viable courses that could continue to attract enrollment. Two of these four courses (MAST 10 and MAST 31) were added to the Oceanography program. The final two, MAST 111 and MAST 178, remain as .5-unit electives for students wishing to train as docents at the Monterey Bay Aquarium [IIA15.4]. After discussing the ramifications of the recommendation, the Academic Senate concurred with the committee, and supported its recommendation to the College Council.

Significant Program Changes

When program requirements are significantly changed, departmental faculty determine what course substitutions are appropriate for any courses being deleted or renumbered. Faculty and counselors work to communicate changing requirements with students currently enrolled in the program alternatives with students to ensure they understand their options. Information about renumbering is printed in the College Catalog [IIA15.5, p. 121-123].

For example, curriculum revisions in the Art department resulted in a new course numbering system that went into effect in fall 2013. To help students prepare for and understand the changes, the Art department communicated with students in several different ways to ensure that the changes were broadly publicized. In addition to in-class announcements and mailings to students, the Art department produced informational posters that were hung around the department [IIA15.6], and published an FAQ on the department blog that explained the changes [IIA15.7].

Conclusion: Monterey Peninsula College meets Standard II.A.15.

Evidence Cited

IIA15.1 Board Policy 3005: Academic Program Discontinuance
IIA15.2 Administrative Procedure 3005: Procedures for Academic Program Discontinuance
IIA15.3 MAST Discontinuance Recommendation

IIA15.4 2015-2016 College Catalog: Remaining MAST Courses
IIA15.5 2015-216 College Catalog: Course Department/Number Changes, p. 121-123
IIA15.6 Art Department Poster: Information about Renumbering
IIA15.7 Creative Arts Blog: FAQ on Renumbering

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

- The College regularly evaluates instructional programs, including collegiate, pre-college, and career-technical programs. Improvements to courses and programs are made as curriculum is reviewed during program review. Ongoing improvements may also emerge from annual Program Reflections dialogue [IIA16.1 – IIA16.7].
- The College gathers input from CTE Advisory committees to ensure that its career-technical programs reflect current industry standards and desired outcomes [IIA16.8].
- The College's Continuing Education courses are evaluated and improved using methods appropriate for the course in question [IIA16.10 – IIA16.11].

Analysis and Evaluation

Evaluating and Improving Quality and Currency: Collegiate and Pre-Collegiate Programs

To ensure that instructional programs remain vibrant and relevant, every instructional program participates in a comprehensive program review every six years. The program review process requires that each department's faculty review quantitative and qualitative data to evaluate the health and quality of programs, identify gaps, and establish goals and improvement plans for the following six years. When evaluating program health and quality, faculty the relevance of course and program offerings; appropriateness of course learning outcomes; currency of content; and anticipated or emerging needs for future development. The Academic Affairs Program Review template also includes an examination of student learning and achievement, in which faculty review student learning outcomes data (including quantitative and qualitative course assessments and departmental dialogue about program outcomes), and student success and retention data [IIA16.1].

During the comprehensive program review, program faculty complete a curriculum review as one part of its review of currency and quality of the program. The Curriculum Advisory Committee (CAC) reviews proposed program and course revisions during the curriculum review, evaluating the quality and currency of each course and program, regardless of location or mode of delivery. Members of the CAC's Technical Review subcommittee have specific assignments as they review a course proposal, including review of course objectives and SLOs, and the methods of evaluation used to assess each course objective [IIA16.2]. For example, the course

development process requires that a representative reading assignment from the course be submitted for review. The faculty member proposing the course describes how the assignment promotes critical thought and outlines specific skills developed by the assignment [IIA16.3]. As the Technical Review subcommittee reviews the proposal, members evaluate the quality and currency of the representative assignment and provide feedback or request revisions from the course originator as necessary. This process leads to programmatic changes designed to enhance student learning and support student achievement.

The Reflections process provides a structure for ongoing evaluation of program quality and currency within the program review cycle. Faculty from each program evaluate and discuss issues of quality and improvement during program reflections dialogues each fall, and as they build action plans for their program each spring. These evaluations may lead to program changes ranging from the addition of new courses to new assessment methods or methods of instruction [IIA16.4, p. 80-82]

For example, program reflections within the Counseling Department resulted in the development of a new course, PERS 10: Introduction to College Success. Beginning in fall 2011, the counseling department's discussions noted the lack of adequate time during 1:1 counseling appointments to repeatedly apprise individual students of the many academic requirements and complete education plans. Mandates within of the Student Success and Support Program, including the requirement for all students to complete education plans, highlighted this problem. Through continued reflection on these and other influences, the department developed PERS 10 to provide students with information necessary for transition into College, schedule-building, school policies and culture, and education planning [IIA16.5, p. 221].

After the course was launched, evaluation during departmental Reflections revealed the need to allow more time for students to successfully complete all of the content of the course [IIA16.6]. As a result, the course was revised from.5-unit to 1-unit.

Evaluating and Improving Quality and Currency: Career-Technical Programs

Career-technical education (CTE) programs participate in the program review processes described above as their parent division goes through comprehensive program review every six years. In addition, Education Code (§ 78016) requires that Colleges evaluate the effectiveness of their CTE programs every two years. The two-year review process provides an opportunity to ensure the quality and currency of the program and respond to evolving or emerging industry and labor market needs. As with comprehensive program review, CTE faculty may determine that changes to learning outcomes or program design are warranted in order to improve student achievement and/or ensure program quality. During the Medical Assisting program review in summer 2013, faculty made several changes to improve both quality and currency of the program. First, they determined that student learning outcomes for several courses were outdated. As a result, MEDA faculty reviewed and revised all SLOs, rewrote and re-sequenced courses, and established requisites to guide students through the program in a more progressive

manner. A third clinical course was added to the program in order to cover all required competencies for a medical assistant and allow time to foster a deeper understanding and practical application of critical concepts. The reflections process also provides CTE faculty with a structure for regular and ongoing evaluation of the quality and currency of their programs. For example, reflections discussions led faculty to proposed extending the program from two semesters to three, in order to give program graduates time to develop the desired soft skills and maturity that would make them more employable [IIA16.7, p. 38].

In addition to the institutional processes of program review and reflections, each CTE program receives feedback on the quality and currency of the curricula from its local advisory committee. Each advisory committee meets at least once each year with the department chair and as many faculty and staff of the program who can attend. Advisory committee discussions focus on the relevance of MPC's curriculum to specific industry and workforce needs. Advisory committee members' organizations often serve as externship and internship sites; these "hands-on" experiences complement MPC's CTE curricula, and provide opportunities to assess how well the curricula prepare students for practical application of skills and knowledge.

Finally, several of MPC's CTE programs adhere to the standards of field-specific state certification and national accrediting agencies [IIA16.8, p. 2]. In each case, the certification and/or programmatic accreditation requirements help the College to ensure and maintain quality and currency of content.

Evaluating and Improving Quality and Currency: Continuing Education Courses

Regular evaluation of Continuing Education courses occurs in one of two ways, depending on the type of course in question. Courses that provide job training (Certified Nurse Assistant (CNA), Pharmacy Technician, and Phlebotomy Technician training) adhere to state standards regarding curriculum, externships, and instructor certifications. The College offers these classes in partnership with external organizations, and each organization assumes responsibility for regular instructor evaluations [e.g., IIA16.9].

All other Continuing Education courses conclude with an evaluation survey administered to students during the last class meeting. Course instructors and the Dean of Instruction with oversight for Continuing Education review the survey results, and use them to make improvements to the course [IIA16.10]. For example, surveys for the first CNA class offering indicated that many students wanted additional hands-on skills practice during class time prior to beginning their clinical experience. Using this feedback, course developers established a lab classroom with hospital beds and wheelchairs where students can learn and practice required skills prior to and during their clinical rotations in community facilities.

Conclusion: Monterey Peninsula College meets Standard II.A.16.

Evidence Cited

IIA16.1 Academic Affairs Program Review Template
IIA16.2 CAC Tech Review Assignments
IIA16.3 Sample Course Outline with Assignment Information, GEOL 9
IIA16.4 Sample Program Reflections, Earth Sciences (see p. 80-82)
IIA16.5 2015-2016 College Catalog: PERS 10 Description, p. 221
IIA16.6 Spring 2014 Program Reflections, Orientation (see p. 173)
IIA16.7 2013 Medical Assisting Program Reflections (see p. 38)
IIA16.8 2015-2016 College Catalog, p. 2
IIA16.9 Sample Contract Education Evaluation
IIA16.10 Sample Continuing Education Course Evaluation Survey

Standard IIB: Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

- In accordance with Board Policy 3050: Library, the MPC Library maintains a diverse collection of print, audio-visual, and online resources that support and enhance the educational programs of the College [IIB1.1].
- The MPC Library offers services consistent with expectations for libraries in higher education, including reference services, research databases, library instruction and information literacy courses, interlibrary loan, course reserves, spaces for both collaborative and individual study, and computers designated for student use. Faculty, staff, and students in good standing may take advantage of all of the library's services, regardless of location or mode of instruction [IIB1.2].
- The College provides sufficient learning support services including tutoring, learning centers, and computer labs to support students and personnel responsible for student learning and support [Table 1 below; IIB1.12 – IIB1.19].

Analysis and Evaluation

Monterey Peninsula College's library and learning support services include library collections and services, as well as learning support centers that provide tutoring and support for general and program-specific areas of study. Individual learning support service centers also provide computer labs, access to learning technology, and ongoing instruction appropriate to the specific population of students served, as outlined below in Table 1.

The College systematically assesses these services through Program Review, Program Reflections, and other department-identified measures to ensure that they are sufficient in quantity, currency, depth, and variety to support student learning and achievement in all educational programs, regardless of location or mode of delivery.

Table 1: Library and Learning Support Services at MPC

Service	Regular Semester Hours	Population served	Services
MPC Library (LTC 2nd & 3rd floors)	M-TH 7:45 AM – 7:00 PM F 7:45 AM – 12:00 PM	All students.	Computer lab; study rooms; access to library collections (print, A/V, and online); course reserves; research assistance and general reference help
English and Study Skills Center (ESSC) (LTC 1st floor)	M-TH 8:00 AM-7:00 PM F 8:00 AM – 12:00 PM SU 9:00 AM – 1:00 PM	All students	Computer lab; Individualized reading and writing instruction; research paper/essay editing; reading, writing, study skills support
Reading Center (LTC 1st Floor)	M-TH 8:00 AM – 7:00 PM F 8:00 AM – 12:00 PM	All students	One on one, or small group tutoring in reading, spelling, and pronunciation
Marina Learning Center (MA 101—103)	M-TH 8:00 AM – 9:00 PM F 8:00 AM – 4:30 PM	All students, with a focus on Marina-specific needs	Library services (Course reserves & online collections); some services from Business Skills Center, ESSC, MLC, Reading Center
High Tech Center for Students w/ Disabilities (HSS 105)	M-TH 9:00 AM – 4:00 PM	Designated for Access Resource Center students	Classes in word processing, computer applications, math, drop-in lab for student projects
Math Learning Center (BMC 103)	M & W 9:30 AM – 6:00 PM T & TH 10:00 AM - 6:00PM F 10:00 AM – 12:00 PM SU 1:00 PM – 5:00 PM	Designated for students in math (or math-heavy) courses	Drop-in math tutoring for students enrolled in MATH (below 20A), science (excludes Physics 3), or a CTE course involving mathematics
Nursing Learning Resource Center (NU 105)	M-TH 9:00 AM – 6:00 PM	Designated for Nursing students	Computer lab, equipment for nursing skills practice, textbooks, videos, and software
TRIO Learning Center (SC 123)	M-TH 9:00 AM – 7:00 PM F 9:00 AM – 1:00 PM	Designated for TRIO and EOPS students	Textbooks, computers/laptops, smart keyboards, scientific and graphing calculators, free printing and copying, instruction and workshops on time management, scholarships, financial aid, career exploration, etc.
Business Skills Center (BMC 201)	M-TH 10:30 AM – 3:30 PM T & TH 5:30 PM – 8:30 PM	Designated for students in Business Skills courses	Courses in Microsoft Word, Excel, PowerPoint, Microsoft Window, Quicken, and Accessing Business Information via the Internet.
Graphics Art Lab (GA building)	M-TH 9:00 AM – 9:00 PM F 9:00 AM – 4:00 PM	Designated for Graphic Arts students	Apple computers, scanners, black and white laser printer, 8 color, large-format output device.

Library and Technology Center (LTC)

The Library and Technology Center opened in June of 2003. The MPC Library occupies the second and third floors of the LTC, and maintains open computer labs on each of its two floors. The English Study Skills Center and Reading Center occupy the first floor of the LTC. In addition, the LTC building also houses the Office of Institutional Research (LTC 319) and the Center for Instructional Technology, the primary support office for MPC Online (LTC 317).

The library collection consists of approximately 79,000 volumes, including 28,384 eBooks, 117 print periodical subscriptions, 4,314 audio-visual items (1,516 CDs, 1,344 DVDs, 1,060 audiocassettes, and 394 videos), roughly 4,100 items designated for course reserve. Librarians participate in regular collection development and weeding activities in order to maintain an appropriate balance between historical and current information. As of fall 2015, items in the library's physical collection had an average publication date of 1993.

The library maintains subscriptions to approximately 50 licensed full-text databases and online reference sources. Library databases and eBooks may be accessed 24/7 from off-campus by students faculty, and staff via library website, using an MPC Library card for authentication [IIB1.3]. Databases and eBooks have proven to be an effective way to extend library collections to support student learning at hours and locations where the physical collection may not be available. Online resources continue to be particularly essential for supporting students at the Marina Education Center and Public Safety Training Center, as well as students taking courses primarily through MPC Online. All online resources are available from the library's website [IIB1.2]

As of fall 2015, the MPC Library staff consists of four full-time faculty librarians, seven full-time classified employees, six part-time adjunct librarians, and four part-time classified employees. The library employs work-study students when appropriate (and when students are available). To ensure sufficient coverage of services, responsibilities are divided to give each librarian oversight of a general service area (reference and public services, instruction, digital services, and technical services). Each librarian serves as a subject liaison to other departments on campus for collection development purposes (see Standard II.B.2). Librarians participate in selection and de-selection in order to maintain a balance between historical and current information; as of fall 2015, the average publication date of items in the library's physical collection is 1993.

Ongoing instruction for students, faculty, staff, and community patrons occurs in several different ways. Faculty librarians staff the reference desk during all but the first 15 minutes of the library's daily hours during the regular semester, and all but the first hour during the summer. During reference interactions, librarians conduct one-on-one and small group instruction on how to find, access, evaluate, and effectively use the resources in the library's collection. While the majority of reference instruction takes place in person at the reference desk, librarians also work with patrons by phone and email, as well.

Ongoing instruction also occurs through bibliographic instruction sessions, conducted at the request of classroom faculty. Librarians work collaboratively with course instructors to prepare subject-specific presentations tailored to specific assignments, course learning outcomes, and needs of the students [IIB1.4]. Librarians teach roughly 120 of these sessions per year, and in the 2014-2015 year, delivered library instruction to just over 4000 students through this method of instruction [IIB1.5]. Librarians evaluate the effectiveness sessions through ongoing

discussion with classroom instructors, as well as through indirect and direct observation of students during sessions.

Research guides developed by library faculty provide targeted instruction on topics related to information competency and use of the library collections [IIB1.6]. The research guides point students to selected print resources, licensed periodicals, databases, reliable Internet sites, and academic support topics such as citation. Students and faculty can access the guides directly through the library's website. Faculty can also embed links to the guides into course materials to supplement in-person instruction. As with other online resources, the guides allow library staff to extend instruction services beyond the operating hours and physical footprint of the library building.

Library faculty also conduct ongoing instruction through a 1-unit online course related to library and information literacy skills (LIBR 50: Introduction to Library and Research Skills). The LIBR 50 curriculum has been based on the ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education, and fills the local graduation requirement for information competency [IIB1.7]. LIBR 80: Internet Literacy also fills this requirement; LIBR 80 is a more technology-intensive course focusing on more advanced information literacy skills [IIB1.8]. The effectiveness of the LIBR 50 and LIBR 80 curricula is evaluated as student learning outcomes are assessed each semester, as well as during program review.

The library facilities include two smart classrooms with digital projectors and interactive instructor workstations that can be used for instruction. The larger of these classrooms can be split into two small classrooms if necessary, although this does not happen often in practice. This large instruction room contains thirty-five student workstations and two instructor stations. Both smart classrooms can support assistive listening equipment.

The open computer lab in the LTC building contains 155 computers designated for student use. All 16 study rooms are equipped with DVD and VHS players, and there are three stand-alone DVD/VHS viewing carrels on the main floor. The computers in the library's open labs allow access to the online catalog and all online resources, as well as Internet resources, class-specific software, and the complete Microsoft Office suite with podcasts and online tutorials. The computers are also equipped with accessibility/assistive technology programs, such as Zoom Text, Narrator, and an on-screen keyboard; Kurzweil 3000 has been loaded on four of the lab computers; one computer workstation is specifically designated as an assistive workstation. Assistance for all computers and equipment in the LTC is provided by trained technicians within the LTC and supported by campus Information Services staff.

To evaluate the effectiveness of library services, library staff have established five Service Area Outcomes (SAOs) based on the mission of the MPC Library [IIB1.9]. Staff evaluate the library's performance against these SAOs during Program Reflections [e.g., IIB1.10, p. 31-34].

Library staff also collect and analyze data regarding use of the library and its collections, including circulation statistics, database usage data, the number and type of reference questions asked, lab computer usage trends, the number of bibliographic instruction sessions offered, and the number of students attending these sessions [IIB1.11]. Library staff also LIBR 50 and LIBR 80 are both assessed using the achievement of student learning outcomes of the courses. More detail about the specific methods used to evaluate library services (including all of the library's courses) can be found in Standard II.B.3.

Learning Support Services

English and Study Skills Center (ESSC)

The English and Study Skills Center (ESSC) provides reading, writing, and study skills support to MPC students from a broad range of educational backgrounds and across all academic disciplines [IIB1.12]. Administrative oversight for the ESSC is provided by the Humanities Division; ESSC staff work closely with the English Department, conducting lab activities for students enrolled in developmental reading and writing courses, as well as delivering individualized instruction in reading and writing skills. The ESSC also runs a program of study skills related workshops to enhance its study skills offerings [IIB1.13]. The ESSC is staffed by one full-time faculty member, four part-time faculty, one full-time Instructional Technology Specialist, 6 part-time classified staff. Each semester, the employees of the ESSC serve between 900-1200 students.

In addition to professional faculty and staff and a comprehensive library of instructional materials, the ESSC provides students access to computers, printers, copiers, and document scanners. The ESSC's physical space contains an open lab area, a media room for the production of group projects, and a classroom that contains 30 student workstations, instructional projection equipment, and a SMART board. The ESSC shares open lab space (174 seats with 113 computers) with the Reading Center on the first floor of the LTC building.

Reading Center

The Reading Center offers one-on-one or small group tutoring, with a focus on reading development skills [IIB13.14]. All MPC students enrolled in at least one class are eligible to enroll one of the Reading Center courses and receive structured assistance with foundational reading skills (e.g., phonemic awareness, comprehension, critical thinking skills, etc.). Additionally, Reading Center staff provide assessment for students registered in the lower levels of the College's reading course sequence. Students who are identified as at-risk as a result of the assessment are referred for individualized or small-group tutoring.

Administrative oversight for the Reading Center is provided through the Humanities Division. The Reading Center staff includes one full-time faculty member, two part-time faculty members, one coordinator, and 10 permanent, part-time instructional specialists.

High Tech Center for Students with Disabilities

The High Tech Center (HTC) supports the instructional component of MPC's Access Resource Center [IIB1.15]. The High Tech Center has two distinct labs/classrooms: the Adaptive Computer Technology (ACT) Lab and the Computer Assisted Instruction (CAI) Lab. The ACT Lab has 17 computers and offers classes in word processing, computer applications, and math, as well as a drop-in lab for student-specific projects. All classes and labs are tailored to meet the needs of students with disabilities. Training in adaptive computer technologies to enable students with a variety of types of disabilities to access computer programs is an integral function of the ACT Lab. In addition, the production of all of the alternate media materials for the campus is facilitated through the ACT Lab. The CAI Lab/Classroom has 15 computers and offers a range of specialized classes and labs in basic skills, cognitive skills, and study skills development.

The High Tech Center is staffed by three full-time faculty members and three part-time instructional specialists. On average, the program serves 350 students per semester. All of the instructors in the High Tech Center are learning disability (LD) specialists. Each specialist is trained in LD assessment and interpretation. Teaching loads of faculty members vary and include multiple responsibilities outside of teaching in the HTC.

Math Learning Center

The Math Learning Center (MLC) offers math tutoring for students enrolled in courses requiring mathematics skills [IIB1.16]. Tutoring and coaching in the MLC can accommodate all learners and math levels up through calculus (MATH 20) and advanced physics (PHYS 3). The MLC maintains a small library of math textbooks and calculators for students to borrow while using the MLC, and also keeps eight computers available for students working on coursework for online math classes. In addition to tutoring services, the MLC provides test proctoring services for math instructors who need to give tests outside of the classroom. The MLC is staffed by one full-time faculty member and six student tutors.

Nursing Learning Resource Center

The Nursing Learning Resource Center [provides a variety of materials to support nursing student learning, including equipment for nursing skills practice, textbooks, videos, and software. The Nursing Learning Resource Center is staffed by a full-time Instructional Technology Specialist for Nursing, and also by a nursing faculty member approximately 24 hours per week.

The Nursing Learning Resource Center includes a computer lab, which contains 21 computer stations for nursing students to use for class preparation and enhancement of learning. The full-time instructional technician ensures that the equipment is functioning and assists students in accessing learning materials.

TRIO Learning Center

The TRIO Learning Center (TLC) supports TRIO participants and EOPS-eligible students as they develop the study skills and academic strategies necessary to succeed in College level courses [IIB1.17]. TLC instructors work collaboratively with certificated counselors to identify and address non-academic issues that may affect a student's overall academic performance. TLC staff provide one-on-one and/or small group instruction in topics such as time management, scholarships, financial aid, and career exploration, as well as instructional support and study skills development for English, math, and chemistry courses. Additional services include a textbook lending library, computer access, scientific and graphic calculators, and free printing and copying.

The TLC also serves as the site for the Upward Bound after school tutorial program. Upward Bound participants receive tutorial assistance in literature, composition, world languages, mathematics, and science. The after school tutorial program is open to UB participants four days a week from 3:00 p.m. to 7:00 pm. Upward Bound participants receive personal, academic, and career counseling services by certificated counselors who have offices in the TRIO Learning Center. Upward Bound services also include assistance with college preparation, such as SAT/ACT prep and assistance completing college applications and financial aid forms.

TRIO services (including the TLC) are provided year-round; permanent staffing includes five full-time faculty, one part-time faculty member, and three full-time classified staff. Approximately 18 temporary staff are employed each summer to provide instructional and support services to TRIO students.

Business Skills Center

The Business Skills Center (BSC) offers computer applications instruction in a self-paced lab environment [IIB1.18]. Courses are constructed to meet specific student learning outcomes related to basic business computing and technology, such as Microsoft Word, Excel, PowerPoint, Windows, and basic financial software like Quicken. Hands-on exercises and assignments develop skills, and learning outcomes are assessed through class examinations.

Oversight for the BSC is provided by a full-time (10-month) classified coordinator, and courses are taught by four adjunct instructors. There 42 computers available for student use, 2 of which are configured for adaptive learning. Approximately 230 students were enrolled in Business Skills classes in fall 2015.

Graphic Arts Lab

The Graphic Arts Lab supports the graphic arts instructional program by providing students with access to specific digital tools and resources. Software and hardware in the lab mirrors the resources in the graphic arts classroom, allowing students to use these specialized resources to complete coursework outside of regular class time. The lab contains nine Apple computers; two scanners; one black and white laser printer; and one large-format, eight-color inkjet printer.

The Instructional Technology Specialist for Graphic Arts oversees the facility and provides instructional support as needed. The offices of the Instructional Technology Specialist and the program director are contiguous to the Graphic Arts lab.

In addition to the presence of the instructional technology specialist, program instructors are present throughout the week. They schedule regular hours for assistance and advisement, as well as individual student appointments as requested. The Graphic Arts lab serves an average of 30 enrolled graphic arts students per semester. They accommodate additional students (typically non-program students) who drop in to use the resource in a limited capacity.

To evaluate the effectiveness of learning support services, personnel in each service participate in Program Reflections and program review with their parent division. Services with their own courses, such as the ESSC, Reading Center, and Business Skills Center, evaluate the effectiveness of their curricula through the instructor reflections process. Standard II.B.3 discusses learning support service participation in reflections and program review in greater detail.

Library and Learning Support Services at the Marina Education Center

Library and library learning support services at the Marina Education Center (MEC) are offered as a mix of in-person and online services [IIB1.19]. All students, regardless of their primary campus or mode of instruction, may use the library's online resources and take advantage of online learning support services offered through each of the service areas on the main campus.

In-person library and learning support services are coordinated through the Learning Center at Marina, a three-room cluster at the MEC. The main office in MA101 houses the library services and study area. Library services at Marina include course reserve checkout, library card application, and access to the library catalog, website, and databases. There are four laptops for student use in room MA101. MA102 is the office for Student services and has seven laptops for student use as well as a GoPrint printing station. Room MA103 houses a computer lab and classroom used by the English Study Skills Center, the Math Learning Center, and the Business Skills Center to support their course offerings in Marina. MA103 has 33 computer workstations and is open during the times when the ESSC, MLC, and BSL are holding classes.

Conclusion: Monterey Peninsula College meets Standard II.B.1.

Evidence Cited

IIB1.1 Board Policy 3050: Library
IIB1.2 Library Website
IIB1.3 Library Databases
IIB1.4 Sample Request for Library Instruction via email
IIB1.5 2014-2015 Instruction Statistics
IIB1.6 LibGuides Website

IIB1.7 LIBR 50: Course Outline of Record
IIB1.8 LIBR 80: Course Outline of Record
IIB1.9 Library Service Area Outcomes
IIB1.10 2014-2015 Program Reflections, p. 31-34
IIB1.11 2014-2015 Library Statistics
IIB1.12 ESSC Website
IIB1.13 Sample ESSC Workshop Calendar
IIB1.14 Reading Center Website
IIB1.15 High-Tech Center Website
IIB1.16 Math Learning Center Website
IIB1.17 TRIO Learning Center Website
IIB1.18 Business Skills Center Website
IIB1.19 Marina Education Center Website

II.B.2 Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

- The College relies on the expertise of librarians and learning support services professionals to select and maintain educational equipment and materials that support student learning and enhance the achievement of the mission of the institution, as evidenced by the library's collection development policy [IIB2.1].
- Curriculum development processes include library input [IIB2.3].

Analysis and Evaluation

Faculty librarians select (and deselect) print, digital, and audio-visual materials for the library collection following an internal collection development policy based on the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education and ALA's Association for Library Collections and Technical Services (ALCTS) [IIB2.1]. Librarians rely on input from discipline faculty, descriptions of curricula, patron requests, and reviews in standard professional publications such as *Choice* and *Resources for College Libraries* to guide selection decisions. Librarians also participate in an ongoing process of de-selection to ensure currency and relevancy of the collection.

Each faculty librarian acts as a subject liaison to several instructional departments based on his/her educational background and interests in order to promote collaboration with instructional faculty and ensure that the library's collection aligns with and supports curriculum. Instructional faculty make recommendations for additions to (or deletions from) the collection on a regular basis; these collaborative relationships become especially important when programs are being restructured or redeveloped. For example, in fall 2014, a new Gender and Women's Studies instructor was hired to transition that program from Women's Studies to Gender and Women's Studies. Library faculty and staff worked with this instructor throughout the 2014/2015

academic year to acquire materials that directly supported the shift in curriculum [IIB2.2]. Likewise, library faculty worked with a Child Development faculty member and the Associate Dean for Instructional Technology to identify and license a database that would provide better resources to support students taking online Child Development courses.

In addition, the Library Division also has a standing seat on the Curriculum Advisory Committee (CAC). As CAC reviews curriculum proposals and revisions, the librarian on the committee confirms that the library has sufficient and appropriate materials to support the objectives and outcomes of the courses under consideration [IIB3.3].

Instructional equipment in the library and learning support centers includes computers in the LTC Open Lab and ESSC lab, and computers and projectors in the library's bibliographic instruction classroom and in the ESL classroom. All of this equipment is maintained by instructional technology specialists in the respective departments, in collaboration with the campus Information Services department.

Most computers in the Library and Technology Center were upgraded during the 2008-2009 academic year, including 78 of the computers in the library labs, 52 in the ESL classroom and open lab, and 86 in the ESSC classroom and open lab. All of the computers in the library classrooms were replaced with new equipment in summer 2008, and are nearing the end of their lifespan. Computer use by students continues to increase, as do students' expectations around the availability of online resources. Ongoing maintenance and refreshment of the computers in the open lab has been a subject of discussion between the library and Information Services staff. Establishing a staggered refreshment cycle for the open lab computers in the LTC building is a goal of both the library and Information Services [IIB2.4; IIB2.5].

Conclusion: Monterey Peninsula College meets Standard II.B.2.

Evidence Cited

IIB2.1 Library Collection Development Policy
IIB2.2 Sample Faculty Acquisition Request
IIB2.3 CAC Committee Tech Review Assignments
IIB2.4 Library Action Plan, Spring 2015
IIB2.5 2015-2016 Tech Refresh Plan

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

- The College evaluates library and other learning support services through the program review process, student learning outcomes assessments, program reflections dialogue, and analysis of usage data [IIB3.1, IIB3.3-6].
- The College uses the results of evaluation of its services as the basis for improvement to better support attainment of learning outcomes [IIB.2 – IIB.6].

Analysis and Evaluation

The MPC Library completes a comprehensive program review (CPR) every six years in order to evaluate the effectiveness of its services and the degree to which they support students' achievement of identified learning outcomes [IIB3.1a]. The process includes a curriculum review, enrollment data, student performance data (including student completion, success, retention and persistence rates), and a service assessment surveys (distributed to students, staff, and faculty). The library uses the program review to evaluate the effectiveness of its services and set performance improvement plans where necessary. Annual updates and action plans allow the library to track progress its plans and ensure that budget-dependent action items are considered during the College's annual planning and resource allocation process [IIB3.2].

Learning support services participate in program review with their parent division. For example, the English and Study Skills Center and Reading Center complete program review with the Humanities Division, the Math Learning Center completes program review with the Physical Science Division, etc. [IIB3.1b, IIB3.1c]. The College has found this process to be an effective way to confirm that learning support services support identified student needs and contribute to the achievement of student learning outcomes within specific disciplines.

Outcomes Assessment Processes

Student Learning Outcomes are in place for courses offered through the library and learning centers and assessed through the Instructor Reflections processes outlined in Standard IB and IIA. Ongoing assessment of student attainment of these SLOs leads to improvements in each of these program areas [IIB3.3a, IIB3.3b]. The library and learning support services participate in Program Reflections, as well. As with program review, learning support services participate with their parent divisions/departments [IIB3.4].

As described in Standard IIB1, The library uses five Service Area Outcomes (SAOs) to assess the effectiveness of its services and support for learning beyond its structured curriculum. To assess how well the library attains its Service Area Outcomes, staff collect and analyze data related to database usage, group study room checkouts, reference transactions, bibliographic instruction sessions, circulation of regular and reserve materials, and interlibrary loans [IIB3.5]. Each of these datasets provides rich information about the adequacy of library services and how well the library meets the needs of students. Library staff monitor statistical data throughout the year and use them to inform discussions about SAOs, as well as to make improvements as needs emerge.. For example, monitoring the traffic at the reference and circulation desk allows library

staff to make informed decisions about staffing, signage, and gaps in service as well as determining concepts that can be reinforced through instruction sessions or online tutorials. Library staff discusses these data as they evaluate SAOs during Program Reflections each fall [IIB3.4, p. 31-34]. Periodic status updates on goals and outcomes occur during monthly staff meetings.

Student Feedback

Student evaluations are conducted every three years for full-time faculty as part of the faculty evaluation process and assist in improving student learning. In the library, students provide feedback both on instructors of library classes and on librarians at the reference desk. This information helps individual librarians better meet the needs of their students. Outside of program review and Accreditation cycles, surveys of library services are done on an *ad hoc* basis to inform decisions about improvements to services. For example, library staff conducted a survey s about the library hours at the end of the spring 2015 semester. During fall 2015, library faculty and staff used the survey results to inform ongoing discussions about how to expand library hours [IIB3.6].

Student surveys are regularly conducted in the learning support services, as well, although specific methods and schedules for feedback vary by department. The ESL Center and the Reading Center regularly solicit input from students via surveys to help evaluate and improve the quality of their services. In addition, students fill out evaluations at the end of each semester in the Reading Center. Nursing faculty request input from students and faculty about the Nursing Learning Resource Center each year as part of an annual Nursing Program Systematic Evaluation meeting in May or June of each year. The Business Skills Center evaluates student satisfaction annually using a survey eliciting questions covering achievement of student learning outcomes, course objectives, performance of staff, adequacy of instructional material, and individual class satisfaction. In each case, this feedback helps to identify areas for improvement, and leads to changes where warranted.

Conclusion: Monterey Peninsula College meets Standard II.B.3.

Evidence Cited

IIB3.1 Program Review Examples
- a. Library
- b. Humanities (ESSC, Reading Center)
- a. Mathematics

IIB3.2 Library Action Plan, Spring 2015

IIB3.3 Instructor Reflections Examples
- a. LIBR 50
- b. ENGL 351

IIB3.4 Fall 2014 Program Reflections Examples
- a. Library, p. 31-34
- b. Reading Center, p. 25-27
- c. ESSC, p. 17-21

IIB3.5 2014-2015 Library Usage Statistics
IIB3.6 Library Hours survey results

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

- The MPC Library maintains collaborative relationships with other institutions and contracts with standard library service providers to enhance library services and support instructional programs [IIB4.1, IIB4.4].
- The College takes direct responsibility for the security, maintenance, and reliability of its library and learning support services [IIB4.5 – IIB4.6].

Analysis and Evaluation

Currently, the library is the only learning support service at Monterey Peninsula College that relies on collaboration or contractual agreements to enhance services.

Integrated Library System

The MPC Library uses Ex Libris Voyager as its integrated library system (ILS). The ILS drives the library's online catalog, and allows library staff to perform tasks related to circulation, acquisitions, serials management, database maintenance (i.e., cataloging), and materials inventory. The Voyager server has been hosted by the library at California State University, Monterey Bay (CSUMB) since 1997, when both CSUMB and MPC originally implemented Voyager for their libraries. The CSUMB library provides similar hosting services for two other area community colleges. Each individual library has remote access to its own dedicated server space at CSUMB for the purposes of running reports, importing/exporting data, and customizing online catalogs. CSUMB library staff coordinate the timing of any required maintenance or software updates and provides technical support on the extremely rare occasions when issues arise.

Prior to March 2013, the Voyager hosting arrangement with CSUMB was based on verbal agreements. MPC librarians worked with library staff at CSUMB and the other libraries to document these verbal agreements, clarify each college's responsibilities regarding Voyager, and establish a timeline for notification of any change to this hosting arrangement [IIB4.1]. In August 2015, CSUMB library staff notified MPC of its intent to migrate away from Voyage as part of a CSU-wide plan to implement a shared library system. As of fall 2015, CSUMB has

indicated that it will cease Voyager hosting services by the end of calendar year 2017. This timeline allows MPC to evaluate its options for a new ILS and plan its own migration.

Resource Sharing via Consortia Memberships

The MPC Library is a member of two consortia, each of which offers benefits that allow the library to extend and enhance its services. The Monterey Bay Area Cooperative Library System (MOBAC) is a membership organization of 18 academic, public, and special libraries in Monterey, Santa Cruz and San Benito counties. MOBAC provides members the ability to lend and borrow materials with each other at no cost, and includes a courier service for transport of materials between libraries. MOBAC membership enables the MPC Library to enhance its interlibrary loan services and provide quick service for students and faculty. Other benefits of MOBAC membership include collaboration and information sharing, as well as low- or no-cost professional development workshops for library staff.

The MPC Library is also a member of the Community College Library Consortium (CCLC). A partnership between the Community College League of California and the Council of Chief Librarians, CCLC manages a cooperative buying program for community colleges. Membership in this group allows the MPC Library to take advantage of consortia pricing and license online resources at reduced rates. Quantitative statistics related to these services, such as monthly database usage and the number of interlibrary loans processed and received, help the librarians evaluate the contracts with CCL and MOBAC to make sure they are effective [IIB4.2, IIB4.3].

Contracts for Standard Library Services

The library uses two standard vendors in the library industry that allow for greater efficiency in acquisitions, cataloging, and interlibrary loan. Through the Online Computer Library Center (OCLC), the library has access to high-quality library catalog data and interlibrary loan services. Additionally, the library has ordered the majority of its materials from YBP Library Services since 2011, when it contracted with YBP for "shelf-ready" book orders [IIB3.4]. Books arrive at the library fully cataloged and processed, with spine labels, security strips, and property stamps affixed. Switching to shelf-ready processing significantly reduced fulfillment time for each book order, meaning that materials are available to students and faculty much sooner.

Library staff monitor and evaluate services received from OCLC and YBP throughout the year to ensure that they remain effective. For example, staff double-check the quality of catalog records that come with each YBP book order as materials are checked in. Staff also monitor the turnaround time for each book order. The contract for "shelf-ready" services is reviewed annually to ensure that the services remain cost-effective.

Maintenance of Facilities and Equipment

MPC provides for the maintenance of its physical library and learning support facilities (including those at the Marina and Seaside campuses) directly, rather than contracting these services to an external vendor. The campus Facilities Department oversees routine maintenance

and custodial tasks, and responds to any requests for non-routine maintenance [IIB4.5]. The implementation of the SchoolDude tracking system discussed in Standard IIIB has greatly streamlined building maintenance. The online maintenance log feature allows staff in the LTC to report problems and check the status of a reported issue. This system reduces duplication of reporting of building issues, provides staff with an estimate of when the problems will be fixed, and allows Facilities and LTC staff to more easily identify patterns or trends in maintenance problems over time, which has led to improvements in both routine services and resolution of larger problems in the building.

Technology staff assigned to the respective library and learning support areas handle the maintenance of equipment in their area, with general support from the campus Information Technology department. In the LTC, the Library Systems Technology Coordinator and Instructional Technology Specialists in the library, ESSC, and Reading Center maintain the computer labs, study rooms, and copy rooms. Campus IT maintains equipment at the Marina and Seaside locations.

Security

The MPC Security Department oversees general security for the campus [IIB4.6], including the library. Within the LTC, several additional specific measures have been implemented to keep the building secure and prevent equipment loss. All of the LTC's external doors are fitted with alarms, controlled via Radionics alarm pads. During hours when staff are not present, all doors are alarmed; during building hours, the main public entrances are un-alarmed. When the door alarm rings during normal hours, a staff member with a building alarm code responds, secures the area, and resets the alarm. Campus Security responds to door alarms when the building is closed. The classroom currently used as the Learning Center at the Marina site of the MPC Education Center also has a security alarm system.

The LTC is equipped with a Siemens Cerberus fire safety system, which monitors all fire and electrical systems in the building. In the event of a fire alarm, Monterey Dispatch notifies the Monterey Fire Department and MPC Security. The Monterey Fire Department and MPC Security verify the alarm, and in the case of an actual emergency, the Building Response Team goes into effect.

Security cameras inside the LTC allow monitoring of activity throughout the building, at building entrances and exits, and in areas where cash may be handled (e.g., the library Circulation Desk). A high definition camera was installed at the main entrance of the Library and Technology Center in August 2014 to allow better monitoring of foot traffic into and out of the building. Security footage is stored for 3 months, and can be reviewed by designated staff on an as-needed basis.

Additionally, library staff keep a log of all disruptive incidents involving library patrons. These incidents entered into the campus-wide incident tracking system, which helps the campus's

Behavioral Assessment Resource Team (BART) identify potential patterns of disruptive or threatening student behavior and work towards prevention. The Public Services Librarian represents the library at BART meetings.

The main entrance of the LTC has controlled entry with a 3M 3804BC security system, with four gates located next to the library Circulation Desk. To prevent theft of library material and equipment, the library's physical inventory is tagged with magnetic strips that are disabled when materials are checked out. Any tagged items that are taken through the gate without having been properly checked out by library staff will trigger the gate alarm and prompt the librarian on duty to conduct a bag check.

The Learning Center at the Marina Education Center also has an alarm system. The evening campus supervisor closes and secures the Marina campus as part of the regular closing routine.

Conclusion: Monterey Peninsula College meets Standard II.B.4.

Evidence Cited

IIB4.1 Memorandum of Clarification between CSUMB and MPC, Hartnell, and Gavilan
IIB4.2 2014-2015 Database Statistics
IIB4.3 2015 ILL Reports
IIB4.4 YBP Technical Services Agreement
IIB4.5 Campus Facilities Website
IIB4.6 Campus Security Website

Standard IIC: Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance the achievement of the mission of the college. (ER 15)

Evidence of Meeting the Standard:

- The College offers comprehensive, high-quality Student Services programs aligned with the College mission of fostering student learning and achievement within its diverse community. Student Services support the goals of students pursing transfer, career training, basic skills, and lifelong learning opportunities, regardless of location or means of delivery [IIC1.1].
- The College regularly evaluates the quality of its student services using a variety of methods, including program review, which includes a specific assessment of how the program aligns with and supports the mission of the College [IIC1.3].
- Other methods of evaluation of the quality of student support services include learning outcome and/or service area outcomes assessment, reports submitted to external agencies, and *ad hoc* analyses [IIC1.3, IIC1.4, IIC1.8, IIC1.9, IIC1.10].

Analysis and Evaluation

Monterey Peninsula College (MPC) offers comprehensive, high-quality Student Services programs aligned with the College mission [IIC1.1]. By creating a student-centered environment that encourages educational success and promotes student development, regardless of location or means of delivery, Student Services assure student access, academic and personal progress, learning, and success. Many services are coordinated across several programs in order to more effectively assist students with multiple facets of their goals, including developing of college readiness skills, exploring available programs and resources, understanding College policies, and identifying personal goals. Student Services departments and programs also collaborate with Academic Affairs, Administrative Services, and external groups in the surrounding Monterey Peninsula community to ensure consistent access to programs and services. Many services are available online or via the website to support broader access, regardless of students' primary instructional location or mode of delivery [IIC1.2].

The College regularly evaluates the quality of its student services using a variety of methods. All Student Services programs participate in the comprehensive program review process [IIC1.3], which includes a specific assessment of how the program aligns with and supports the mission of the College. Student Services programs and departments also take part in other ongoing evaluation processes at the College, including annual program review updates and action planning, Program Reflections, and course or service area outcomes (SAO) assessment. Many programs also use standards of assessment set by external agencies (including the State

Chancellor's Office and Federal agencies), professional standards, and campus climate and satisfaction surveys. For example, as part of its Student Success and Support Programs (3SP) implementation, the College reviews data related to course completion, program completion, completion of a first semester education plan, and use of follow-up services for at-risk students. These data are reported to the State Chancellor's Office, and evaluated at the institutional and programmatic levels (i.e. Counseling, Admissions & Records, etc.) and used to enhance the quality of services. Results from evaluative processes inform planning and decision-making at the department, unit, and College-level as the institution works to ensure that its services support and enhance student learning and achievement.

Program Review

The comprehensive program review process provides a holistic approach to assess and evaluate the strengths and weaknesses from both an internal perspective, and from an outside perspective through the Self-Study Peer Review component, the evaluation section of the Program Review process. The program review process allows for programs/departments to make the necessary adjustments, changes, and/or additions to support the mission of the College, as well as the goals and objectives of the program/department undergoing Program Review. For example, during its previous last program review cycle, the Counseling Department reviewed the existing MPC Orientation and identified revisions that could be enacted to better meet student needs and fulfill requirements of the Student Success Task Force (now the Student Success and Support Program) [IIC1.4]. As a result, the MPC Orientation course (Personal Development 200 – PERS 200: Orientation to College) was redeveloped, and converted to a 0.5-unit course transferrable to CSU (PERS 10: Orientation to College) [IIC1.5].

While the comprehensive program review for each Student Services program takes place on a six-year cycle, annual updates to Student Services program reviews incorporate data that can be used to evaluate program progress on an on-going basis. These data include student demographics, results of student satisfaction surveys, and student needs assessments. Satisfaction surveys include questions regarding the usefulness of existing student support services, and help to identify gaps in support services as they develop. For example, in summer 2014, the EOPS/CARE programs conducted a student needs assessment. Survey results indicated that the majority of students wanted support in the areas of financial aid/financial literacy, course selection/class schedules, transfer, and academic advising. To meet these needs, EOPS/CARE staff refined the content of its Scholarship workshops and added an additional workshop in the fall 2014 semester.

The EOPS/CARE student needs assessment also revealed an increased need for basic skills support for EOPS/CARE students. To meet this need, the EOPS/CARE programs collaborated with the TRIO/SSS program to increase tutorial support in the TRIO Learning Center (TLC). Evaluation of this change showed that the number of students who used the tutorial services in the TLC increased as the service expanded. In Fall 2013, 100 students used the tutorial services in the TLC; in Fall 2014, 170 students used tutorial support services.

External Standards Used in Evaluation

Several programs conduct and share mandated student support evaluations with external agencies. Program staff use the results from reporting processes as a method of evaluating student support services. Results of these processes inform planning and decision-making in support of student learning and success.

TRIO programs submit regular performance reports to the U.S. Department of Education (DOE) [IIC1.6a, IIC1.6b, IIC1.6c]. The College's three TRIO programs (Math/Science Upward Bound, Student Support Services, and Upward Bound) report on grant objectives established by the Department of Education. Using data collected from each of the programs at the College, each individual program evaluates the results and plans accordingly.

Ad Hoc Evaluation Processes

In fall 2013 every Student Services program completed a business process analysis, detailing and evaluating the steps involved in delivering services to students. Process mapping allowed programs to enhance, further develop, and/or streamline the steps and processes involved in providing services to students. For example, the Office of Admissions and Records identified opportunities to streamline admissions processes for students. First, the application process for students has seen significant improvement. Prior to the Fall 2013 application process, students who applied online had to wait 24-48 hours for their applications to be processed because applications submitted through the online application portal had to be manually downloaded and entered into the MPC Student Information System (SIS) by Admissions and Records staff. By the end of the Fall 2013 semester, and after collaboration with the MPC Office of Information Technology, changes were made that allow information from the online application to be automatically entered into SIS. The result is that students receive tailored welcome emails within five to fifteen minutes of submitting their online application. The welcome emails include important information such as their student ID number, residency information and any holds that may have been placed on their account [IIC1.7].

Student Equity

MPC further evaluated its student services offerings with the Student Equity Plan [IIC1.8]. This report evaluated critical areas related to College access and student retention. It was determined that the College will work to increase the course completion rates for students, with an emphasis on low-income, educationally disadvantaged populations. As a result of this and collaborative efforts with the MPC Basic Skills Initiative committee, MPC offered SCORE+ (Success in College through Outreach and Resources for Excellence), a Summer Bridge program in August 2015 that focused on basic skills mathematics support for students combined with counseling and campus resource support [IIC1.9].

Evaluating Services at Marina and Seaside Centers
Services are available to students in person at the Monterey campus, Marina Education Center, and Seaside Public Safety Training Center. Annually, staff meet to discuss the needs of students at the Marina Education Center and the Seaside Public Safety Training Center and to ensure that sufficient services are provided.

Conclusion: Monterey Peninsula College meets Standard II.C.1.

Evidence Cited:

IIC1.1 Student Services Website
IIC1.2 Table of Online Student Services
IIC1.3 Student Services Program Review Process
IIC1.4 Counseling Department Program Review
IIC1.5 MPC Student Success and Support Program Plan
IIC1.6 TRIO APR
  a. 2012-2013
  b. 2013-2014
  c. 2014-2015
IIC1.7 Student Enrollment Process Business Process Analysis, 12/16/13
IIC1.8 MPC Student Equity Plan
IIC1.9 SCORE+ Proposal

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

- MPC's Student Services departments and programs seek authentic ways to assess program-level Student Learning Outcomes (SLOs) and Services Area Outcomes (SAOs), and evaluate the effect that program improvements have on student learning and success. Since 2007, all Student Services departments and programs have actively participated in the creation, implementation, and on-going assessment of SLOs and SAOs through Program Review and Program Reflection processes [IIC2.1, IIC.2].
- Assessment data are considered in Program Review and Program Reflections processes as appropriate in order to evaluate service area outcomes [IIC2.1, IIC.2]. Examples are provided in the analysis and evaluation below.

Analysis and Evaluation
Student Services Program Review includes a comprehensive evaluation of student progress toward and attainment of SLOs and SAOs [IIC2.1]. In addition to department-specific methods of outcome assessment, these evaluations may include relevant data from campus-wide surveys. Although not all departments and programs routinely administer a Student Satisfaction Survey, some Student Services units survey their students directly (e.g., Intercollegiate Athletics, Student

Health Services) as part of the Program Review process. Evaluation of students' SLO and SAO attainment continues during the annual Program Reflections dialogue. Program Reflections provide an opportunity for personnel to discuss student learning and explore potential programmatic changes that could lead to student learning improvements [IIC2.2].

The Program Review and Program Reflections processes ensure that program goals, activities, and outcomes are evaluated on an annual basis and that all areas of the College contribute to MPC students' learning processes. Student Services departments and programs use both processes to identify gaps, make improvements, and evaluate the results of improvements. Selected examples of how the processes support improvements are discussed below.

The Access Resource Center (formerly known as Supportive Services & Instruction) Spring 2012 Program Review discussed whether the modification of several assessment methods had helped staff better measure students' progress toward two specific program SAOs focused on technical competence and critical thinking:

(1) Students will identify and use technology and alternate media appropriate for their functional limitations.
(2) Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.

To improve students' attainment of SLO (1) above, the Learning Skills 325 class (LNSK 325) was modified in Fall 2011 to include direct instruction on two of the most commonly used pieces of adaptive technology [IIC2.3, p. 13]. Since 2012, the ARC staff has continued to implement improvements that support students' attainment of this SLO. ARC staff trained work-study students and developed a mentoring program to assist other students in learning how to set up and access their MPC email accounts, to schedule testing appointments online, and to navigate WebReg, MPC's online registration system. The ARC office established a designated space for mentors to work with students. The mentorship program provides a greater number of students with the skills and resources to identify and use the technological tools available to support their learning, and supports better attainment of SLO1.

Recent Program Reflections for ARC have looked toward the implementation of a new data management system, the Student Accommodations Manager (SAM) to support student attainment of SLO (2), as the automation of the accommodation provision will provide staff with increased time to support students with self-advocacy and exploration of how to maximize use of their accommodations. Additionally, increased understanding of the resources and tools available as a result of growth of the mentoring program will increase students' attainment toward SLO (2) [IIC2.4, p. 178].

The Student Financial Services office assesses students' attaintment of the following SAOs:

(1) Students will know when to complete their financial aid file and students will enroll prior to the Financial Aid Enrollment Deadline for the second day of class.

(2) Students will have an understanding of the Satisfactory Academic Progress Policy and know how to complete their probation contracts and apply for a dismissal appeal.

Recognizing that late FAFSA submissions delay financial aid awards and thereby impact students' overall success, Student Financial Services improved its ability to handle electronic acceptance of documents and began making direct financial aid presentations to students during MPC orientations in advance of the 2013-2014 academic year. As a result, Student Financial Services noted an increase in the number of students who had completed their financial aid applications prior to the start of the term, as compared to the previous fall term (see table below) [IIC2.5, p. 74].

Semester	Data Collection Date	# of FAFSA Applications Received
Fall 2012	End of October 2012	6,735
Fall 2013	End of August 2013	6,859

Source: Student Financial Services

In their assessment of SLO (2) above, the Student Financial Services office discovered a 51% decrease in the number of students on financial aid warning (defined as a GPA below 2.0, or below 67% pace progression in units attempted) from fall 2012 to fall 2013 (see table below).

Semester	Data Collection Date	Students on Financial Aid Warning
Fall 2012	October 2012	411
Fall 2013	October 2013	211

Source: Student Financial Services

In their dialogue about the SLOs, Student Financial Services staff attributed the decrease to students' increased familiarity and understanding of the Satisfactory Academic Progress policy and students' new ability to submit their warning contracts electronically [IIC2.6, p. 77; IIC2.7, p. 176]. During the 2013-2014 academic year, Student Financial Services staff identified other improvements that could be made to enhance attainment of SLO(2), and removed a barrier to students associated with Satisfactory Academic Progress process. Rather than ask students to submit a 60 unit petition form, the revised process allowed for students to submit an electronic acknowledgement that they will be funded only up to 90 units attempted [IIC2.8, p. 89]. The removal of a Counselor's signature and the option for the form to be submitted electronically, increased the submission rates, expedited the process of students being awarded, and reduced paper waste.

In addition to department or program-specific improvements, the Program Reflections process helps Student Services identify improvements that might affect outcomes across the unit. For example, one theme that emerged across student services programs during the fall 2014 Program Reflections was the need to more effectively leverage the MPC website, in order to both move forms and process online and better communicate the availability of services [IIC2.9]. Many Student Services departments and programs have taken advantage of increased flexibility of the

College's redesigned website to springboard these efforts. The Admissions & Records Office, for example, has extensively updated their pages to include updated information (including a detailed breakdown explaining student fees and instructions on how to register for classes using WebReg) and web-accessible forms [IIC2.10]

To improve the effectiveness of both Program Review and Program Reflections processes, two Student Services staff meetings in the 2014-2015 academic year were dedicated to learning outcomes processes. In these meetings, staff from all Student Services programs met together to review, update, and/or create new SLOs and/or SAOs for their units. Staff also spent time discussing and selecting appropriate methods of assessment for learning outcomes, and developing or updating program and department mission statements to align with the College's mission [IIC2.11].

Conclusion: Monterey Peninsula College meets Standard II.C.2.

Evidence Cited:

IIC2.1 Student Services Program Review Process
IIC2.2 Program Reflections Form
IIC2.3 Access Resource Center Program Review (formerly Supportive Services & Instruction)
IIC2.4 Access Resource Center Program Reflections, Spring 2014 (p. 178)
IIC2.5 Access Resource Center Program Reflections, Fall 2014 (p. 74)
IIC2.6 Student Financial Services Program Reflections, Fall 2013 (p. 77)
IIC2.7 Student Financial Services Program Reflections, Spring 2014 (p. 176)
IIC2.8 Student Financial Services Program Reflections, Fall 2014 (p. 89)
IIC2.9 Program Reflections Summary, Fall 2014
IIC2.10 Admissions & Records Website: A&R Forms
IIC2.11 Student Services Meeting: SAO Alignment

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

- Monterey Peninsula College assures equitable access to the College through an open-access admissions policy. MPC recruits and admits a diverse student population that closely resembles that of the community served by the College [IIC3.1].
- The College is committed to the delivery of student support services that meet the evolving needs and expectations of its students and community. The College offers services in multiple formats (e.g., online, in person, via telephone, via email) to all students, regardless of location or method of instructional delivery, which allows students to access services through the format that is most useful for their specific need [IIC3.2].

Analysis and Evaluation

Monterey Peninsula College assures equitable access to the College through an open-access admissions policy. MPC recruits and admits a diverse student population that closely resembles that of the community served by the College [IIC3.1, p. 9]. The College is committed to the delivery of student support services that meet the evolving needs and expectations of its students and community, as evidenced by the comprehensiveness and reliability of services offered to students at all locations. The College offers services in multiple formats (e.g., online, in person, via telephone, via email) to all students, regardless of location or method of instructional delivery, which allows students to access services through the format that is most useful for their specific need. Online tools including WebReg and Ask a Counselor augments the array of appropriate, comprehensive, and reliable student support services available to all MPC students at each physical location [IIC3.2]. Information about these services can be found on the College website, as well as in the College Catalog.

When a gap in equable access to services is identified, the College takes action to address the situation. For example, beginning with fall 2014, the College assigned a counselor to focus on support for English as a Second Language students. The counselor uses a case management model and collaborates with ESL faculty to ensure that the needs of this student population is met and that they have adequate service and support while at the College [IIC3.1].

Admissions & Records

Students complete applications for admission online through CCC Apply. The Office of Admissions & Records makes accommodations for hard-copy applications when necessary and appropriate. After submitting an online application, students receive email notification that the College has received their application; students receive an additional welcome email notifying them that their application has been processed (typically within 15 minutes or less). The welcome email includes important information, including student ID number, residency information, and any registration holds that may have been placed on their account [IIC3.3]. Once admitted, students may register and pay for classes online [IIC3.4].

Assessment, Orientation, Counseling/Advising, and Education Planning

All new students are required to complete MPC Orientation and Schedule Building & Educational Planning workshops in order to receive priority registration. The orientation covers topics important for students' success, such as key academic dates and deadlines, academic terminology, tuition costs and financial aid information, programs in Student Services, students' rights and responsibilities, and an overview of the registration process. The orientation is also available online for students who are unable to attend an in-person workshop [IIC3.5]. Schedule Building & Educational Planning workshops offered through the Counseling Department assist new and returning students with building their first semester schedule. This three hour workshop expands on the orientation to include information about time management, understanding assessment results, factors to consider prior to choosing courses and creating a class schedule, transfer patterns, developing a first semester educational plan, and how to schedule a meeting with a counselor.

Marina Education Center

MPC's online student services are available to all students regardless of location. In addition, in-person services are provided at the Marina Education Center (MEC) for core services, including Admissions & Records, counseling, advising, and transfer services, assessment, financial aid, orientation, and library course reserves [IIC3.6]. The majority of Student Services staff at MEC are generalists, which helps to ensure that students at this location have equitable and timely access to support for routine needs. When non-routine needs arise, MEC Student Services staff collaborate with Student Services staff on the main campus over the phone to address the students' needs in real time. More specialized services, including ESL counseling and registration support, EOPS services, and accessibility services are available on an as-needed basis. MEC staff track student visits and service requests and use that information to analyze and evaluate service levels annually; this analysis leads to changes if necessary.

At the beginning of each semester, the MPC Bookstore ships required course materials to the MEC campus, and some Bookstore staff are temporarily assigned to work at MEC main office for the first four days of the fall and spring semesters. This arrangement makes it easier for MEC students to purchase required course materials. In addition, the MEC and Bookstore staff collaborated to bring a supply vending machine to the Marina Education Center so that students have access to purchase basic supplies (e.g., Scantron forms, flash drives, etc.) when the MEC Office is closed.

Seaside Public Safety Training Center

Services provided at the Seaside Public Safety Training Center (SPSTC) are tailored to meet the needs of the specific programs offered at that site. Because the majority of the students attending the Public Safety Training Center are enrolled in short-term courses (i.e., 1 day – 1 week in length), Student Services and SPSTC staff determined that general information about services was the most helpful and appropriate. General information about public safety programs materials, enrollment deadlines, counseling, registration pathways, and follow-up services are all available on a self-serve basis, via prominently displayed bulletin boards in the PSTC. Four computers in the main entrance hallway are available for students' use, and provide access to all of the College's online student services.

Student Portal (WebReg)

The student portal available through WebReg (the College's online registration system) offers online access to many counseling, advising, and other education planning services to students [IIC3.4]. Information in the portal is personalized to each student, and can only be accessed through a secure log-in. All students, regardless of location or primary method of instruction, can use the portal to schedule counseling, assessment, and orientation appointments; view assessment results; and access education plans. Other available information includes (but is not limited to):

- class schedule and fees,

- student education plans,
- financial aid status and subsequent required documents,
- unofficial transcripts,
- priority registration status, and
- personal and district announcements.

The portal also provides students with 24-hour access to online counseling and advising support via the "Ask a Counselor" feature. The "Ask a Counselor" feature is not real-time, but it does allow students to ask non-urgent questions at their convenience. Each day, an assigned counselor responds to "Ask a Counselor" submissions. Counselors post responses in the student portal, under the "Personal Announcements" link. The "Ask a Counselor" feature works well for routine questions; counselors may request students to schedule an in-person appointment to address more in-depth questions or issues.

Conclusion: Monterey Peninsula College meets Standard II.C.3.

Evidence Cited:

IIC3.1 Student Equity Plan
IIC3.2 Table of Online Student Services
IIC3.3 Online Application
IIC3.4 Student Portal
IIC3.5 Online Orientation
IIC3.6 Marina Education Center Website

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

- In accordance with established Board Policies, co-curricular student activities (including student government and clubs) and intercollegiate athletics align with the mission of the College and contribute to the social, cultural, and educational experiences of students [IIC4.1, IIC4.2, IIC4.9, IIC4.10].
- The Office of Student Activities oversees the Associated Students of Monterey Peninsula College (ASMPC), its sub-councils, and other student clubs. The Student Activities Coordinator approves new clubs, activates existing clubs each fall, and oversees programmatic activities (including finances) [IIC4.2, IIC4.3].

- The Office of Student Affairs is evaluated for effectiveness through the Program Review, Program Reflections, the Annual Updates/Action Plan process, and Student Satisfaction Surveys as part of the Program Review process [IIC4.4, IIC4.5, IIC4.6].
- The College Athletics Director manages the athletics program in its entirety. Each individual team in the athletics program is coached by an employee of the College, who oversees policies, procedures, and finances of the team. Coaches report directly to the Athletic Director [IIC4.10].
- The athletics program participates in campus-wide evaluation processes, including comprehensive program review, Program Reflections, Instructor Reflections, and annual program review update/action planning [IIC4.13, IIC4.14, IIC4.15].
- External evaluations are completed as required to ensure compliance with Title IX and the Equity and Athletics Disclosure Act [IIC4.16].

Analysis and Evaluation

Co-Curricular Programs

The Office of Student Activities oversees and coordinates all non-athletic co-curricular programs at the College, including Associated Students of Monterey Peninsula College (ASMPC), the official governing body of the students, and all student clubs. The Office of Student Activities has a full-time coordinator who reports directly to the Vice President of Students Services. The Student Activities Coordinator also approves new clubs and oversees the programmatic activities of ASMPC and student clubs, including finances.

ASMPC supports the College's mission to by providing students with opportunities to engage in leadership roles in students clubs, shared governance committees, and other campus activities. ASMPC has established academic requirements and clear expectations for students participating in elected leadership roles, as stated in the bylaws [IIC4.7]. To participate, students must have a 2.0 GPA and maintain enrollment in a minimum of five units in ASMPC and student clubs. The Student Activities Coordinator and club advisors conduct verification of enrollment and GPA each semester using the information from the student's unofficial transcripts that is accessible via the College's database, Student Information Systems (SIS). The Student Activities Coordinator verifies eligibility for ASMPC members, and the club advisor is responsible for verifying eligibility for their student membership.

In accordance with Board Policy 4420: Advisors and Sponsors for Student Clubs and Organizations [IIC4.1], each student club and organization is advised by a designated College employee, who supervises and assists with program activities and events, and oversees budget allocations, fund expenditures, and club elections processes. At the beginning of every fall semester (or when a new club is proposed), student clubs are required to submit a club activation form, advisor agreement, and a copy of the club's constitution stating the purpose and goals of the club [IIC4.3]. This allows the Student Activities Coordinator confirms that the club's advisor is a current MPC employee, and that the goals and purpose of the club align with the College

mission. The approval of each new club is based on the club constitution and is subject to approval by the Student Activities Coordinator.

ASMPC's structure includes three sub-councils (Activities Council, the Inter-Club Council, and the Student Representation Council). ASMPC, the sub-councils, and student clubs are an integral component of the campus community and create enriching activities for the student body. Each council and/or club provides organized activities, support, and events for their members and the campus community at-large [IIC4.2]. At this time, there are no clubs at the Marina campus; however, many of the clubs currently have members that attend both campuses. The Activities Council includes a seat for a Marina representative, who serves as a liaison between both campuses to ensure that ASMPC and student clubs are promoted at both locations.

To publicize and promote club activities, ASMPC hosts an event called "Lobo Day" each semester. During Lobo Day, student clubs and many campus departments participate in this on campus event to promote their program, activities, and/or services to the campus community. In fall 2015, ASMPC coordinated with staff at the Marina Education Center to hold the very first Lobo Day event at that location, in addition to Lobo Day activities held on the main campus. Other regularly sponsored events include a Thanksgiving luncheon for the campus community, a Faculty and Staff Appreciation luncheon in the spring, and an annual Earth Day event.

Both ASMPC and student clubs hold annual elections for officers in order to provide opportunities for eligible students to serve as campus leaders. ASMPC bylaws and club constitutions outline responsibilities of student officers, including promotion of student activities; cooperation with other students, faculty, and administration; and helping to develop initiative and responsibility of club members [IIC4.7]. In addition, ASMPC appoints student members to fill student representative seats in campus governance committees. Student representation on these committees gives students an invaluable opportunity to develop leadership and teamwork skills, while also ensuring that the student perspective is represented in College dialogue. ASMPC representatives are also invited to address faculty, staff, and administrators during Flex Day activities each semester.

Representatives of student clubs participate in the Inter-Club Council (ICC). A sub-council of ASMPC, ICC brings together all student organizations for advocacy, networking, and .is open to many different types of clubs (e.g. academic, social, recreational, arts, cultural, religious, etc.) that enhance student learning and contribute to student life [IIC4.2]. Clubs may request funds from the ICC to help defray the costs of events. When clubs receive funding from the ICC to support club events, they must submit a Post-Event Evaluation form summarizing the event and providing an accounting of funds [IIC4.8].

Intercollegiate Athletics

As stated in Board Policy 4425: Intercollegiate Athletics [IIC4.9], MPC recognizes that intercollegiate athletics support the overall development of students by providing opportunities

to develop physically and emotionally, as well as opportunities to learn and apply skills related to teamwork and citizenship. The College offers twelve intercollegiate athletic teams for men and women in 12 sports [IIC4.10]. MPC is a member of the California Community College Athletic Association (CCCAA) and competes in the Coast Conference and the Northern California Football Conference. In addition, the Athletics Program fosters student learning and achievement for student athletes in a structured learning community. Students joining their respective teams form a cohort; share experiences inside and outside of the classroom; have a system of support that monitors students' academic progress; and when necessary, their Coach/Counselor will refer the student to the appropriate resource(s) to help support their academic and personal success.

The Athletics Program supports the mission of the College by supporting the educational goals of student athletes. In order to participate in athletics, students must maintain academic standards based on conference requirements. The College's athletic program adheres to the CCCAA constitution, which specifies eligibility rules [IIC4.11]. Eligibility rules require that student athletes are actively enrolled in 12 units at the time of participation in a sport. To maintain eligibility for a subsequent season, student athletes must successfully complete 24 units between seasons, and must maintain a 2.0 GPA along with academic progress requirements [IIC4.12].

To ensure that student athletes have adequate support to meet and maintain these requirements, the Athletics Program collaborates with other departments/programs on campus to provide quality support services and develop a college-going culture within the program. For example, collaboration between the Men's and Women's basketball programs and MPC's TRIO/Student Support Services (SSS) program further support eligible students' academic and personal goals. Student athletes in TRIO/SSS program meet with a TRIO/SSS Counselor twice a semester, record a minimum of two hours of mandatory study hall per week in the TRIO Learning Center (TLC), and participate in a series of retention workshops focused on study skills, college and career preparation, and life skills.

Each team is coached by an employee of the College who oversees all aspects of the team, including policies, procedures, and finances. Coaches report directly to the Athletic Director, who manages the athletics program in its entirety. The Athletic Director reports to the Vice President of Student Services. To ensure that the Athletics Program maintains standards of integrity, program staff participate in regular trainings on the CCCAA constitution. The Athletics Program also hosts staff and individual meetings on decorum to ensure consistent expectations and application of guidelines. All student athletes attend an orientation where they receive a code of conduct and discuss expectations for behavior. The Athletics Program collaborates with the Office of Admissions & Records to conduct the student eligibility process and determine academic eligibility for new and continuing student athletes. Appropriate policies and procedures are in place to ensure eligibility requirements are met, including weekly athletic progress reports to confirm ongoing eligibility.

Conclusion: Monterey Peninsula College meets Standard II.C.4.

Evidence Cited:

IIC4.1 Board Policy 4420: Advisors and Sponsors for Student Clubs and Organizations
IIC4.2 Inter-Club Council Website
IIC4.3 Club Activation Forms
IIC4.4 Student Activities Program Review
IIC4.5 Student Activities Program Reflections
  a. 2012-2013, p. 53-55; 157-159
  b. 2013-2014, p. 75; 174
  c. 2014-2015, p. 87
IIC4.6 Student Activities Annual Update/Action Plan, 2014-2015 (p. 169)
IIC4.7 ASMPC Bylaws and Constitution
IIC4.8 ICC Post-Event Evaluation Form
IIC4.9 Board Policy 4425: Intercollegiate Athletics
IIC4.10 MPC Athletics Website
IIC4.11 CCCAA Constitution
IIC4.12 Student Eligibility Verification Forms
IIC4.13 Athletics Program Review
IIC4.14 Athletics Program Reflections
  a. 2012-2013, p. 40; 145
  b. 2013-2014, p. 167
  c. 2014-2015, p. 52
IIC4.15 Athletics Activities Annual Update/Action Plan, 2014-2015 (p. 154-157)
IIC4.16 Statement of Compliance with Title IX Gender Equity
IIC4.17 EADA Report, Oct. 2015

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

- The Counseling Department provides assistance with education planning, coursework evaluation, and transfer and/or other academic requirements [IIC5.1, IIC5.7].
- The College provides orientations, schedule building and education planning workshops, and college success courses that provide timely, accurate, and useful information about general and program-specific requirements [IIC5.8, IIC5.9].

Analysis and Evaluation

The College hires certificated counselors to provide counseling services for academic, career-technical education (CTE), transfer, athletic, and basic skills programs, as well as general career counseling and crisis intervention services. The Counseling Department provides assistance with education planning, coursework evaluation, and transfer and/or other academic requirements [IIC5.1]. Counselors work with students in person, by phone, and electronically through the "Ask a Counselor" feature in the student portal, as described in Standard II.C.3. During the majority of the semester, students are able to schedule 60-minute counseling appointments in person, by phone, and through WebReg [IIC5.2]; during the three weeks prior to each semester, counseling appointments are available as drop-in sessions only, to meet the higher student demand of this peak time.

In addition to general counseling, counseling services are provided for specific populations of students through:

- Access Resource Center (ARC) (formerly DSPS)
- California Work Opportunities and Responsibility to Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- Extended Opportunity Program and Services (EOPS)
- International Student Center
- TRIO Student Support Services (SSS)

All counselors work with students to complete abbreviated, transitional, and comprehensive education plans to provide clear paths for students' educational goals. Referrals for on and off campus resources are provided for students requiring additional support for personal or career counseling.

The Counseling Department conducted 7,400 counseling sessions in 2014-2015 [IIC5.3], and has been implementing changes to reach students in need of counseling more effectively. From 2008-2009 through 2012-2013, the percentages of students who scheduled counseling appointments and attended their appointment time have been in the averaging in the 80 percentile [IIC5.4, p. 69]. The Counseling Department currently uses SARS to schedule student appointments. In their fall 2013 Annual Update/Action Plan, the department discussed purchasing E-SARS, a feature of SARS to remind students to attend their scheduled counseling appointments [IIC5.5]. The subsequent purchase and implementation of this tool has increased of the number of students who show up for their appointments. This tool also allows students to confirm or cancel appointments, which in turn, allows other students to sign-up for sessions that open as a result of a cancelation. In fall of 2014, the implementation of a counseling tent outside the Student Services building during peak registration times (three weeks prior to each semester) has been effective for answering quick questions and directing students to appropriate locations and resources, and has resulted in reduced wait times and shorter lines to see a counselor during registration.

Counseling faculty attend numerous professional development conferences and seminars to ensure they provide accurate and timely information to students [IIC5.6, p. 28]. In particular, the University of California and the California State University systems' Annual Counselor Conferences provides MPC's counseling faculty with information regarding transfer admissions and program updates. As the majority of MPC's transfer students apply to campuses in these two systems, counselor attendance to these conferences helps ensure that students receive reliable and current information. In addition, counseling faculty also invite representatives from four-year institutions to regularly scheduled counseling meetings at MPC.

Counselors provide transfer information is provided to students during in-person sessions, as well as on the Career & Transfer Resource Center (CTRC) website [IIC5.7a, IIC7.b]. In addition, counselors also collaborate with the Career Resource/Transfer Center to host Transfer Day, an on-campus open house event in which students can interact with representatives from four-year colleges and universities [IIC5.7c].

The Counseling Department maintains regular communication with academic programs at MPC by assigning individual counseling faculty to liaise with one or more academic divisions. In addition, specialized programs such as Nursing and athletics have designated counselors that provide program-specific counseling and advising for students within those programs. The Early Childhood Education (ECED) program was able to obtain grant funding to support a full-time, counselor to support ECED students. As a result of the subject-specific support for educational and career planning, the ECED program has experienced increased enrollment, retention, course-level success, and program completion rates. For example, in 2011/12 there were seven students that were awarded an AS degree in ECED compared to 16 AS degrees in 2014/15. Due to this positive result, the grant funding has been extended through the 2016-2017 academic year.

Counselors collaborate with Academic Affairs and other departments in Student Services departments to ensure that faculty and students receive current and accurate information. Counselors frequently invite representatives of other departments on campus to counseling meetings to discuss program trends that may affect students' educational goals. At the local level, Student Services hosts a "High School Breakfast," which is a half-day informational session to increase collaboration and to promote effective communication with our local and out-side high school districts. This event has primarily been scheduled at the beginning of the spring semester, and beginning next year, there will be a session offered in the fall as well. MPC counselors regularly attend these sessions to partake in the plenary discussions and to continue to build relationship and communications between the counselors at the College and at the high schools.

To ensure that students understand academic requirements (both general and program-specific) and expectations for success in college, the College has taken several steps to increase the effectiveness and efficiency of orientation processes for incoming students. The Counseling Department implemented Schedule Building & Educational Planning workshops to assist

students with understanding their assessment results, how to read a class schedule, and how to develop a semester educational plan. The workshops are led by a counselor and students develop their fall semester educational plan, which may also include a summer course(s). The College provides orientations, which are conducted face-to-face in a group setting, for new students and for students who are returning from an extended absence. An estimated 4,500 students participated in orientation in 2014-2015. The PERS 10: Introduction to College Success course is also built into the student orientation process, and provides general information about the College's policies and procedures, introduction to major and career exploration, and the various types of degrees and certificates offered (e.g. technical and transfer) [IIC5.8].

In addition to these in-person services, in fall 2014 the College purchased Comevo, software that provides an online orientation with video components and quizzes to ensure competency in subject areas. As with the face-to-face orientation, the online orientation covers topics important for students' success, such as key academic dates and deadlines, tuition costs and financial aid information, programs in Student Services, students' rights and responsibilities and the registration process [IIC5.9].

Conclusion: Monterey Peninsula College meets Standard II.C.5.

Evidence Cited:

IIC5.1 Counseling Department Website
IIC5.2 Counseling Website: Appointment Information
IIC5.3 Student Equity Plan
IIC5.4 Counseling Program Reflections Fall 2013, p. 69
IIC5.5 Counseling Annual Update/Action Plan 2013-14
IIC5.6 Counseling Program Review
IIC5.7 Career & Transfer Resource Center Website
  a. Transfer Checklist
  b. Transfer Resources
  c. Transfer Day
IIC5.9 Course Outline of Record: PERS 10
IIC5.10 Student Success and Support Program Plan (Credit Students)

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degree, certificate, and transfer goals. (ER 16)

Evidence of Meeting the Standard

- Monterey Peninsula College adheres to established policies for admissions and enrollment that are consistent with its mission as an open-access institution [IIC6.1, IIC6.2].
- Degree, certificate, and transfer requirements are clearly defined and accessible for students in person, catalog, and online [IIC6.6].

Analysis and Evaluation

Monterey Peninsula College adheres to established policies for admissions and enrollment that are consistent with its mission as an open-access institution, as well as with the mission of the California Community College system as a whole [IIC6.1, IIC6.2].

Qualifications for admission to the College are clearly defined in the College Catalog [IIC6.3, p. 11]. The Office of Admissions & Records oversees admissions, and ensures that policies and procedures are followed. Individual programs may have specific requirements for students wishing to enroll (e.g., School of Nursing, International Programs), and these requirements are clearly defined in the College Catalog [IIC6.4, p. 12]. The College also clearly communicates its requirements for K-12 students who wish to enroll concurrently [IIC6.5, p. 12]

Degree, certificate, and transfer requirements are clearly defined and accessible for students in person, catalog, and online [IIC6.6a, p. 50-52; IIC6.6b]. Counselors are available to students in person, online, and via email to provide advising for degrees, certificate completion, and transfer goals.

Conclusion: Monterey Peninsula College meets Standard II.C.6.

Evidence Cited:

IIC6.1 Board Policy 4105: Admission Policy
IIC6.2 Board Policy 3100: Open Enrollment
IIC6.3 2015-2016 College Catalog, p. 11
IIC6.4 2015-2016 College Catalog: Program-Specific Admissions Requirements, p. 12
IIC6.5 2015-2016 College Catalog: Requirements for Concurrent Enrollment, p. 12
IIC6.6 Defined requirements for degrees, certificates, and transfer
  a. 2015-2016 College Catalog, p. 50-52
  b. Program Advising Sheets

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

- The Office of Admissions & Records participates in Program Review, and evaluates its Service Area Outcomes through Program Reflections. In these evaluations, the A&R

staff regularly review admissions practices for effectiveness and makes improvements as needed [IIC7.1, IIC7.2].

- The College coordinates its assessment processes (including placement instruments) through the Office of Student Success and Equity and the Assessment Center. Assessment practices are evaluated through Program Review and Program Reflections [IIC7.5, IIC7.7, IIC7.8].
- The College uses assessment instruments that are regularly reviewed to ensure validity and minimize bias [IIC7.6].

Analysis and Evaluation

In spring 2015, the College transitioned its application processes to Open CCC Apply to process its applications. Use of this standardized system helps to reduce bias and ensures that the College complies with state eligibility requirements.

The Office of Admissions & Records evaluates its practices for effectiveness through program review, Program Reflections, and *ad hoc* processes such as departmental business process analyses [IIC7.1, p. 76; IIC7.2, p. 151; IIC7.3]. Results of these evaluations may lead to improvements in effectiveness. For example, in January 2014, Admissions and Records staff worked with the Information Technology Department to automate the application acceptance process. This improvement reduced the time for application processing from three days to five minutes, allowing much faster notification to potential students. More recently, the Office of Admissions and Records recently improved accessibility to the admissions process by making student forms available online as fillable PDFs [IIC7.4].

The College coordinates its assessment processes (including placement instruments) through the Office of Student Success and Equity (formerly, Matriculation), which operates the Assessment Center. In order to enroll in math, English, and most English as a Second Language courses, students must take an assessment or demonstrate proficiency through transfer of credit or prior assessment results [IIC7.5a, IIC7.5b, IIC7.5c, IIC7.5d]. Assessment Center staff adhere to Title 5 of the California Code of Regulations guidelines and professional ethical standards, and use assessment instruments approved by the California Community College Chancellor's Office.

Assessment instruments are reviewed for disproportionate impact and validity, either by third-party test vendors or, in the case of locally developed writing assessments, by the Office of Institutional Research and discipline faculty. The Chancellor's Office approves the use of the instruments based on these evaluations on a biannual basis. All instruments in use at MPC have been approved by the Chancellor's Office, with the exception of the ESL writing assessment [IIC7.6]. As of fall 2015, the College is in the process of seeking Chancellor's Office approval for this instrument.

For English placement, the MPC uses the College Test for English Placement (CTEP), which is designed to assess students' skills in the area of reading. This 30-minute test consists of seven

reading passages, followed by multiple-choice questions that provide the student with problems for analysis and evaluation. The second portion of the assessment test requires students to write essays. Students are allotted 45 minutes to respond to a writing prompt. Writing tests are scored by two readers, who using a rubric to ensure consistent scoring.

The College uses the Mathematics Diagnostic Testing Program (MDTP) instrument for placement in math courses. Students must select one of four options for their math assessment exam: Algebra Readiness, Elementary Algebra, Intermediate Algebra, and/or Pre-Calculus. The first three tests are 45 minute timed exams and the Pre-Calculus test is a 60 minute timed exam. Tests are scored using a Scantron reader.

To place English as a Second Language (ESL) students, the College uses the ACCUPLACER ESL Reading Skills and ESL Listening tests. Each untimed test is comprised of 20 questions to measure student's ability to listen to and understand spoken English, as well as their ability to read short passages in English. Students also complete a 45-minute writing essay. As with the English writing assessment, ESL essays are scored by two readers who use a rubric to ensure consistent scoring.

The Offices of Admissions and Records and Student Success and Equity participate in the College's Program Review, Program Reflections, and Action Planning processes. These processes allow for regular evaluation of the accessibility and effectiveness of admissions practices and placement instruments [IIC7.1, p. 76; IIC7.2, p. 151; IIC7.7a, p. 166; IIC7.7b, p. 78; IIC7.8, p. 142-144]

Conclusion: Monterey Peninsula College meets Standard II.C.7.

Evidence Cited:

IIC7.1 Admissions & Records Program Reflections, 2014-2015, p. 76
IIC7.2 Admissions & Records Program Review Updates/Action Plan, 2014-2015, p. 151
IIC7.3 Admissions & Records Process Mapping
IIC7.4 A&R Website: Forms
IIC7.5 Assessment Center Website
- a. Math Assessment
- b. English Assessment
- c. ESL Assessment
- d. Assessment Exceptions

IIC7.6 CCCCO Approved Assessments, July 2015
IIC7.7 Student Success & Equity Program Reflections
- a. 2013-2014, p. 166
- b. 2014-2015, p. 78

IIC7.8 Student Success & Equity Program Review Updates/Action Plans, 2014-2015, p. 142-144

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The college publishes and follows established policies for the release of student records.

Evidence of Meeting the Standard

- The College maintains student records permanently, securely, and confidentially, in accordance with requirements of the State Chancellor's Office and Title 5 of the California Code of Regulations.
- The College informs students of their rights and responsibilities regarding confidentiality of student records by stating its practices in the Monterey Peninsula College Catalog and online at the MPC website [IIC8.1].

Analysis and Evaluation

The Admissions and Records Office maintains the academic enrollment records of all MPC students. Microfilm copies of student records prior to 1995 are securely stored in fireproof, locked file cabinets in the archival office of Admissions and Records, a separate room from the main office area. Records after 1995 are stored electronically in the Student Information System (SIS). In fall 2014, the College began converting all microfilm records to a digital format in order to make these records easier to access electronically; the conversion project was completed during the spring 2015 semester. Access to student enrollment records is limited to authorized personnel, and staff and faculty are only able to access areas of SIS that pertain to their position. Student records are released only at the written request/approval of the student [IIC8.2].

Instructor roster materials, grade reports, and grade change forms are preserved in a secure file cabinet until they can be converted to digital images. After the original documents have been converted to digital format, they are sent to a secure, cold storage room. As mandated by Education Code §55025, grade changes (other than changes resulting from a course incomplete) occur only under the conditions of "mistake, fraud, bad faith, or incompetency." In these cases, instructors must complete and submit a "Change of Grade Request Form" explaining the circumstances and providing supporting documentation [IIC8.3]. Only the Director of Admissions of Records and the Admissions and Records Unit Office Manager can change grades in the Student Information System after faculty have submitted final grades.

Students, faculty, and staff can access personal records (including grades) securely by logging into the Student Information System and/or Student Portal. The secure login ensures that each individual only has access to records relevant to his or her own needs. For example, students have password-protected access to their own personal data, grades, financial statements, etc. through the Student Portal. Faculty access to grades is restricted to data from their own assigned course sections.

Counseling notes are kept in SARS, ensuring that access to these confidential records is based upon system permissions, which are in turn assigned according to job responsibilities. Specialized programs with information exceeding the standard student records (e.g., EOPS/CARE, ARC, Student Financial Services, CalWORKs) maintain records that are held in locked cabinets and accessed by approved office personnel. Counseling files located at the Marina Education Center are stored in a locked cabinet, housed in a locked office in an alarmed building. The Seaside Public Safety Training Center stores applications, training records, and student files in locked cabinets within double locked offices.

All student discipline records are maintained in locked cabinets in the office of the Vice President of Student Services. The Vice President of Student Services and his confidential assistant are the only individuals with access to these documents. The College backs up all administrative data stored on its servers, including student records, in accordance with Board Policy 3310: Records Retention and Destruction [IIC8.4].

Conclusion: Monterey Peninsula College meets Standard II.C.8.

Evidence Cited:

IIC8.1 Student Record Privacy Information
- a. Admissions & Records Website -- Student Record Privacy
- b. 2015-2016 College Catalog, p. 42-43)

IIC8.2 Admission & Records Website: Enrollment Verification

IIC8.4 Change of Grade Request Form

IIC8.5 Board Policy 3310: Records Retention and Destruction

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

- MPC has adopted and adheres to hiring procedures for administrator, classified staff, and full-time and part-time faculty. Hiring procedures outline the development of job announcements, recruitment and search processes, and review of applications (including minimum qualifications) [IIIA1.1 – IIIA1.4].
- Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority [IIIA1.5 – IIIA1.7].

Analysis and Evaluation

Monterey Peninsula College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. To ensure that all employees are qualified to fulfill their responsibilities, MPC has adopted and adheres to hiring procedures for administrator, classified staff, and full-time and part-time faculty. These procedures outline the development of job announcements, minimum qualification review of applications, and the recruitment and search processes.

The procedures for hiring faculty, staff, and administrators clearly outline the development of the job announcement, minimum qualification review of applications, and the recruitment and search

processes [IIIA1.1, IIIA1.2, IIIA1.3, IIIA1.4]. Statewide minimum qualifications for educational administrators and full and part-time faculty, both academic and vocational, are prescribed by Title 5 for California Community Colleges. In addition to the education and experience required, faculty and administrators must also demonstrate proven commitment to community college goals and objectives, personal qualities allowing them to work effectively in a multicultural environment, and awareness of and commitment to the needs of non-traditional and re-entry students through a written diversity statement. All positions require a commitment to community college goals/objective of providing quality programs and services to the diverse student population [IIIA1.5a, IIIA1.5b, IIIA1.6, IIIA1.7].

Faculty job announcements include a description of teaching and/or non-teaching duties and specific examples of duties [IIIA1.5a]. Hiring procedures for full-time faculty require search committee members to certify that the minimum qualifications for the position match the statewide minimum qualifications, and that the successful candidate demonstrates sensitivity to diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students. To further consider the qualifications of candidates, screening committees also describe desirable qualifications on the job announcement. Desirable qualifications are considered during paper screening and interviews [IIIA1.3].

Job announcements for administrators and full-time faculty are discussed and vetted by the search committee members to ensure that they represent the institution's mission and goals as well as program needs in serving our students. For example, the recent job announcement for the position of Vice President of Student Services highlighted a number of challenges and opportunities for this position, which referenced the College's goals to "help students achieve their educational goals" and "establish and maintain fiscal stability" [IIIA1.5b]. A recent job announcement for a Spanish Instructor listed a desirable qualification, "Willingness to collaborate and ability to work cooperatively with fulltime and adjunct colleagues on matters regarding course offerings, programs, and activities relevant to all world languages and Spanish in particular" which underscored the importance of the College's mission to provide "high quality instructional programs… to support the goals of students pursuing transfer… opportunities" [IIIA5.1a]. Position announcements clearly state the minimum qualifications, including education, experience and/or training requirements.

Managerial and supervisory positions also have job descriptions describing examples of essential functions of the position and the knowledge, skills and abilities necessary to perform the responsibilities. Each job description states the combination of experience and education required for the position [IIIA1.6]. Job descriptions are vetted by the administration and approved by the Governing Board.

Recruitment sources for all positions include the MPC website, California Community College Registry, the Employment Development Department, Craig's List, and a variety online sources including local, regional, and statewide email distribution lists. Print and online advertisements sources for current part-time and full-time faculty and administrative positions include the Chronicle of Higher Educations and HigherEdJobs.com. Local recruitment sources include local and regional print and Internet sources.

To ensure that MPC employ qualified administrators and faculty who address the needs of the College and the students served, search committee members review application materials and rank applicants based on criteria developed from the job announcement. The search committees meet to discuss the ranking of applicants and determine candidates to invite to interviews. In accordance with hiring procedures, members of search committees are selected to provide a diverse membership with a variety of backgrounds who possess knowledge and the ability to assess the qualifications of applicants. The hiring procedures for full-time faculty positions states that the search committee must be gender and ethnically diverse and must include the division chair, an EEO representative, at least four full-time faculty, and an administrator. The search committee members for administrative positions include faculty, staff, administrative, and student representatives.

MPC uses a variety of assessment tools to determine whether candidates are qualified to perform the functions of the job to assure the integrity and quality of our programs and services. In addition to interview questions, part-time and full-time teaching faculty are required to prepare and present a teaching demonstration. Non-teaching faculty may be asked to provide a demonstration of skills relevant to the position, such as a mock counseling session or short library instruction. Candidates for administrative positions are asked to prepare a presentation for the search committee on an identified subject related to the position. The presentations address current challenges and opportunities at MPC.

Performance in the interviews, assessments, and demonstrations are evaluated individually by each search committee member. Following the ranking, committee members discuss the candidates and recommend finalists. Finalists for full-time faculty positions are invited to a second round of interviews with the Vice President of Academic Affairs and Superintendent/President. In the case of senior level administrators, finalists may be asked to participate in campus open forums, in which the campus community may attend and ask questions. The Superintendent/President performs final interviews for full-time faculty and administrators and makes the final hiring decision in these cases.

Finalists are vetted through a reference process performed by the Office of Human Resources or appropriate administrator. The Board of Trustees approves the employment of all new hires. As

part of the on-boarding process, the Office of Human Resources receives official transcripts, proof of certificates and licenses, and verifies years of teaching and vocational experience.

Qualifications for classified positions are determined by job descriptions, which are approved by the Board of Trustees. Once the job announcement has been designed, a hiring committee is formed to review the job announcement and develop a screening tool using criteria based on the desirable skills and abilities listed in the announcement. The emphasis on applicant qualifications continues through the interview process. Interview questions and skills demonstrations used during the process are based on job-related knowledge, skills, and abilities as stated in the job announcement and appropriate to the subject matter for the position [IIIA1.2].

Evidence Cited

IIIA1.1 Administrator Hiring Procedures
IIIA1.2 Classified Staff Selection Procedures
IIIA1.3 Faculty Hiring Procedures
IIIA1.4 Adjunct Hiring Procedures
IIIA1.5 Sample Job Announcements
  a. Full-Time Faculty
  b. Administrators
IIIA1.6 Sample Manager/Supervisor Job Descriptions
IIIA1.7 Sample Classified Staff Positions

Conclusion: Monterey Peninsula College meets Standard III.A.1.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

- Each faculty job announcement details the minimum qualifications for the position, level of subject matter knowledge and requisite skills required for the position, and expectations for services to be performed (e.g., teaching duties, development and review of curriculum, participation in campus governance, etc.) [IIIA2.1].

Analysis and Evaluation

As outlined in Standard III.A.1, search committee members play an integral role in the development of job postings for faculty positions. Job announcements are a collaborative effort between faculty, the Office of Human Resources, and administrators.

Faculty job announcements state the level of assignment, course offerings to be taught, and/or student support services. Job announcements also list examples of duties and specify responsibilities, including continued professional development, participation on institutional and shared governance committees, development and revision of curriculum, participation in program review processes, evaluation of student work using clear criteria and student learning objectives, enhance partnerships with high schools, colleges and businesses, and participation in faculty recruitment and interviews [IIIA2.1].

Minimum qualifications for faculty are recommended by the Academic Senate of California Community Colleges in accordance with Title 5, and adopted by the Board of Governors of the California Community Colleges. These are reviewed and modified regularly to ensure that they are appropriate to standards within higher education and reflect current discipline practices. MPC clearly states the minimum qualifications for faculty positions in all job postings. As permitted by California Education Code, MPC has adopted an equivalency process for applicants who believe they possess equivalent qualifications to those identified by the California Community College Chancellor's Office [IIIA2.2, p. 9; IIIA2.3]. Applicants who believe they meet equivalency requirements may provide evidence of equivalent coursework and/or professional experience, which is reviewed by the Equivalency Committee of the Academic Senate during the screening process [IIIA2.4].

In addition to degrees and/or years of experience, job postings include a list of desirable qualifications, both personal and professional. The willingness to work cooperatively with colleagues on matters regarding course offerings, programs and activities that would promote the discipline as a field of study, the knowledge of and commitment to teaching strategies and methods which enhance student success at community, and the ability to provide services to non-native speakers of English are examples of desirable qualifications. Job skills may be very specific; for example, the posting for automotive technology adjunct instructor lists "in-depth knowledge of Mazda manual transmissions and steering and suspension systems" as a desirable skill [IIIA2.1].

Minimum qualifications require that faculty members must have degrees from accredited institutions of higher education. Human Resources staff verifies this requirement through official transcripts at the time of hire. Human Resources staff also verify stated professional experiences through letters or conversations with potential employees' previous employers.

In addition to degrees, skills, and experience, the following criterion is also listed as a minimum qualification on all full-time faculty announcements:

> Commitment to community college goals/objectives of providing quality programs and services for culturally, socio-economically, ethnically, and academically diverse students

and students with disabilities; personal qualities to work effectively and with sensitivity in a multicultural environment; awareness of and commitment to the needs of non-traditional and/or re-entry students with diverse abilities and interests [IIIA2.1, IIIA2.4].

Applicants demonstrate this qualification through a written statement submitted during the application process and during face-to-face interviews [IIIA2.4].

Conclusion: Monterey Peninsula College meets Standard III.A.2.

Evidence Cited:
IIIA2.1 Sample Faculty Job Postings
IIIA2.2 Equivalency Process (Faculty Hiring Process, p. 9)
IIIA2.3 Equivalency Form
IIIA2.4 Faculty Hiring Processes

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

- Job announcements for administrators include sections describing job responsibilities and duties, knowledge and abilities, desirable characteristics and skills, and current opportunities and challenges related to mission-critical needs at the College [IIIA3.1]
- Job announcements for classified managers and classified staff with responsibility for educational programs include sections describing job responsibilities and duties, knowledge and abilities, and desirable characteristics and skills [IIIA3.2, IIIA3.4 – IIIA3.5].
- Ongoing evaluation of administrators and other employees responsible for educational programs helps to ensure these employees have the necessary qualifications to sustain institutional effectiveness and academic quality [IIIA3.3, IIIA3.7].

Analysis and Evaluation
As discussed in Standard III.A.1, MPC adheres to hiring procedures that ensures administrators and other employees possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Job postings for administrators are developed collaboratively with the immediate supervisor for the position, the Office of Human Resources, and members of the search committee. The postings include sections describing job responsibilities and duties, knowledge and abilities, desirable characteristics and skills, and current opportunities and challenges related to mission-critical needs at the College. Applicants are directed to provide a statement explaining how their qualifications and experience meet the opportunities, challenges, and desired characteristics and

skills listed in the posting. These characteristics and skills address both hard skills (e.g. administer programs, manage budgets, and supervise employees) and soft skills (e.g. demonstrated commitment to the community college mission, values and goals, ability to work as an executive team member, and interpersonal and communication skills). For example, in 2012, MPC recruited and hired an Associate Dean for Instructional Technology and Development. This position is responsible for providing leadership for the College's distance education program by managing online programing, providing support to train faculty, and serving as a resource to faculty in the development of curriculum. Qualifications included knowledge of distance learning and hybrid methodology, multimedia presentation modalities, social media, networking, mobile technology, and instructional hardware and software [IIIA3.1]. The skills and knowledge represented by this position have been a contributing factor in the growth, effectiveness, and quality of MPC's Distance Education program.

Likewise, MPC recruited and hired a Director of the Public Safety Training Center to sustain the effectiveness and academic quality of the Public Safety Training programs. The job posting for this position clearly describes the responsibilities required to administer the Fire Technology program, California State Fire Academy, the Emergency Medical Technician program, and the Public Safety Training Center. A combination of knowledge of policies, laws, and regulations of state governing agencies, management and leadership skills, as well as the ability to engage successfully with community partners is required to not only maintain, but to enhance the program [IIIA3.1, see p. 6].

MPC employs classified managers to provide leadership and management of the day-to-day operations of areas throughout the College, including Admissions and Records, Student Financial Services, Facilities, Custodial Services, Institutional Research, Information Technology, Fiscal Services, Theater Arts, Campus Security, and the Child Care Center. Job descriptions describe responsibilities and duties, knowledge and abilities, and education, training and experience required to perform the essential functions of the positions. Qualifications include a combination of experience and education/training pertinent to the position [e.g., IIIA3.2]. Goals are set annually and are part of the evaluation process to assess administrators' performance and ongoing ability to support institutional effectiveness and academic quality [IIIA3.3].

Classified staff are integral to sustaining institutional effectiveness and quality of programs and services. For example, MPC employs classified coordinators to manage the day-to-day operations of the Reading Center and Business Skills Center [IIIA3.4a, IIIA3.4b]. The coordinators work closely with faculty to support the instructional programs associated with the centers. Duties include training tutors in teaching methodologies, developing creative methods and teaching techniques, maintaining and recommending work schedules for staff, and advising students on business needs of the community. Staff also support learning objectives in

laboratory environments across the curriculum including mathematics, writing, reading, adaptive PE, chemistry, biology, nursing, and automotive technology [IIIA3.5a, IIIA3.5b, IIIA3.5c].

New classified job descriptions are developed as needed to address changing program needs. Job descriptions must be negotiated with and ratified by the classified association, Monterey Peninsula College Classified Employees Association (MPCEA). The College follows a negotiated reclassification process to ensure that classified job descriptions reflect the current duties, qualifications, knowledge, skills, and abilities, and education and experience required to meet performance standards [IIIA3.6, p. 21]. Employees and supervisors have the opportunity to update job descriptions through this process. The classified evaluation procedures also direct the supervisor and employee to review the job description during each evaluation cycle and indicate if the job description does not accurately reflect current job duties and qualifications. Annual evaluations also help to ensure that classified employees with responsibility for educational programs and services possess the necessary qualifications to sustain institutional effectiveness and academic quality [IIIA3.7, p. 52].

The Office of Human Resources assists members of search committees and managers in determining the applications materials necessary to verify that applicants possess the qualifications necessary to perform the job functions in support of programs and services. As described in Standard III.A.1, these materials may include an application, diversity statement, essay or supplemental applications questions addressing the candidate's qualifications, cover letter, transcripts, and a list of references and/or reference letters. The Office of Human Resources is responsible for screening applications to ensure all materials are submitted for review by the search committees. The Office of Human Resources also assists in the development of interview questions and assessments to determine if the candidate possesses the competencies, including both hard and soft skills, to perform the job duties.

Administrators, managers, and classified staff attend conferences, workshops, and trainings to maintain currency in their prospective field and to ensure efficient operations and compliance with local, state, and federal laws, regulations, and procedures. MPC encourages staff to participate in professional growth and staff development, and offers a variety of training courses online, such as those related to sexual harassment and FERPA.

Conclusion: Monterey Peninsula College meets Standard III.A.3.

Evidence Cited

IIIA3.1 Sample Administrative Job Announcements
IIIA3.2 Sample Classified Manager Job Descriptions
IIIA3.3 Administrator / Manager Evaluation Process
IIIA3.4 Classified Coordinator Descriptions
a. Program Coordinator, Reading Center

b. Program Coordinator, Business Skills Center

IIIA3.5 Laboratory Manager Descriptions
a. Automotive Laboratory Manager
b. Laboratory Specialist II
c. Instructional Technology Specialist -- Nursing

IIIA3.6 MPCSEA/MPCCD Contract: Article V, Reclassification (p. 21)

IIIA3.7 MPCSEA/MPCCD Contract: Article XII, Evaluation Procedures (p. 52)

III.A.4 Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

- MPC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements and posted on the MPC Employment Website [IIIA4.1 – IIIA4.2].
- The College requires new employees to submit sealed, official transcripts as part of onboarding, prior to the time of salary placement. Human Resources staff verify that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements [IIIA4.3].

Analysis and Evaluation

Degrees Issued by U.S. Accrediting Agencies

In accordance with Title 5, §53400, Monterey Peninsula College ensures that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. MPC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements for administrators, full-time faculty, and adjunct faculty [IIIA4.1a, IIIA4.1b, IIIA4.1c, IIIA4.1d]. This requirement is also communicated on the MPC Employment Website in its Application FAQs [IIIA4.2].

Sealed, official transcripts are required at the time of salary placement. Human Resources staff verify that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements. Human Resources uses the U.S. Department of Education website to verify institutional accreditation. The search results indicate the accrediting agency's name, and verify the institution's most recent date of accreditation.

Degrees Issued by non-U.S. Institutions

MPC requires that applicants with foreign degrees submit their transcripts directly to the American Associate of Collegiate Registrars and Admissions Officers (AACRAO) for evaluation. This requirement is specified in job announcements [IIIA4.1a, IIIA4.1b, IIIA4.1c, IIIA4.1d]. Applicants receive an official document from AACRAO that recommends an

equivalent US education level. An unofficial copy of a foreign degree evaluation may be used for application purposes, and a sealed, official copy of the AACRAO evaluation is required at the time of salary placement. Human Resources staff verify that an official copy of the AACRAO evaluation has been received as part of its onboarding procedures [IIIA4.3].

Conclusion: Monterey Peninsula College meets Standard III.A.4.

Evidence Cited

IIIA4.1 Sample Job Announcements
- a. Administrator
- b. Faculty, Full-time
- c. Faculty, Part-time
- d. Classified Staff

IIIA4.2 MPC Employment Website, Application FAQs

IIIA4.3 On-boarding Procedures

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

- The Office of Human Resources coordinates the evaluation processes for administrators, managers, faculty, and classified and confidential staff. Evaluation processes for all employee groups are designed to measure the performance of assigned duties and ensure that any improvement plans are formal, timely, and documented [IIIA5.1 – IIIA5.5].

Analysis and Evaluation

Administrators, Management, Supervisors, and Confidential Staff

Administrators, managers, supervisors, and confidential employees (referred to locally as the MSC group) are evaluated on an annual basis. The evaluation process includes an initial conference between employee and supervisor, where goals are agreed upon; a mid-year conference to discuss challenges and make adjustments to goals; and a summary conference and final evaluation. The process also includes a biannual performance survey. Every other spring, members of the MSC group submit a list of at least 10 individuals from all campus constituencies who are invited to participate in a behavioral survey. Respondents evaluate MSC employees' effectiveness in support of the institutional mission, goals, and objectives; performance and decision making; problem solving skills; communication skills; participation in

committees and governance; team building; and leadership and management skills. The employee has an opportunity for self-reflection and completes a self-evaluation. The supervisor completes an evaluation, which includes opportunities to identity commendations and recommendations for improvement. Both parties meet to discuss the behavioral survey results, self-evaluation and supervisor's evaluation [IIIA5.1].

Faculty: Tenured, Tenure-Track, and Adjunct Faculty

The faculty personnel (full-time and part-time) at the College are subject to an evaluation process that is outlined in MPCTA Agreement, Article 14 – Evaluations [IIIA5.2, p. 83]. Per contract, the purpose of evaluation and tenure review is to ensure that the institution maintains the highest quality in its faculty. The evaluation process includes student evaluations, peer and administrator review, classroom observations, and a self-evaluation. Faculty members are evaluated on teaching effectiveness.

MPC's tenure review process is thorough and exhaustive to ensure high quality instruction and services. Tenure track faculty are evaluated by a committee of faculty peers every year for the first four years of employment. Evaluations occur in the fall and spring of the first year, in the fall of the second year, in the spring of the third year, and in the fall and spring of the fourth year. If any of these evaluations results in a needs improvement status, the evaluation committee will develop a specific plan to help the faculty member improve his/her skills for the next evaluation. If there is no evidence of improvement, the evaluation committee will not recommend a contract renewal. Unsatisfactory evaluations during faculty members' first year of employment result in a recommendation of non-renewal of contract. Contract renewals are recommended by the evaluation committee to the Dean of the area [IIIA5.3a].

Once tenured, faculty personnel are evaluated every three years by a committee of faculty peers. If an evaluation results in a needs improvement status, the evaluation committee meets with the faculty member to offer suggestions and guidance in resolving any problems. The committee and faculty member design and agree upon an improvement plan for the faculty member to follow in order to improve his/her effectiveness. The improvement plan is included in the committee report, and progress is assessed as part of the next evaluation. If an evaluation results in an unsatisfactory status, an amelioration committee is formed by the end of the first week of the semester following the original evaluation. An improvement plan is developed and includes specific indices for measuring progress. A satisfactory status on the next evaluation will result in a scheduled evaluation in two years and an unsatisfactory status will be reported to the Superintendent/President for review and action [IIIA5.3b].

Adjunct faculty are evaluated in their first semester of teaching and again every six semesters for evaluations resulting in a satisfactory status. The evaluation process includes student surveys, classroom visits, self-evaluation, review of class materials, evaluation of performance of other

services, and a committee report. An evaluation that results in a needs improvement status will be evaluated again the following semester of re-employment. The committee and adjunct faculty member design and agree upon an improvement plan for the faculty member to follow, and progress is assessed as part of the next evaluation. Adjunct faculty who receive an unsatisfactory evaluation are not recommended for rehire [IIIA5.3c].

Classified Staff

The classified employees at Monterey Peninsula College are subject to the evaluation process outlined in MPCEA Agreement, Article XII – Evaluation Procedure [IIIA5.4, p. 52], which includes eight job-effectiveness criteria [IIIA5.5]. All probationary employees are evaluated by the end of the fifth month of the six-month probationary period, to ensure that they are an effective fit for permanent hire. All permanent employees are evaluated annually. Employees and supervisors may request a formal evaluation and corrective assistance at any time. All evaluation resulting in an unsatisfactory status requires a follow-up evaluation that may include specific recommendations for improvement and provisions for assisting the employee in meeting the recommendations.

Conclusion: Monterey Peninsula College meets Standard III.A.5.

Evidence Cited

IIIA5.1 Administrator/Manager Performance Evaluation Process
IIIA5.2 MPCTA Agreement: Article 14, Evaluations (p. 83)
IIIA5.3 Faculty Evaluation Forms & Processes
  a. Tenure-Track Faculty
  b. Tenured Faculty
  c. Adjunct Faculty
IIIA5.4 MPCEA Agreement: Article XII, Evaluation Procedure (p. 52)
IIIA5.5 Classified Evaluation Forms & Processes

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

- The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in Reflections and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning. Per contract, the self-evaluation is a required component of faculty evaluation [IIIA6.1 – IIIA6.2].
- In cases where individual classified or administrative positions have a more direct responsibility for student learning, outcomes assessment is addressed within regular

evaluation of the employee's overall job performance. For classified employees, this can be done within the "Quantity of Work" and "Performance Goals" components of the classified evaluation, along with other assigned duties and plans for improvement [IIIA6.5]. The managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities [IIIA6.6].

Analysis and Evaluation

Personnel with Direct Responsibility for Student Learning

At MPC, faculty have been identified as the personnel group with "direct responsibility for student learning," in that they are responsible for setting learning outcomes, determining the methods used to assess attainment of learning outcomes, and using the results to guide improvements to teaching and learning. As described in Standards I.B.1 and I.B.2, faculty participate in assessment of student learning outcomes and use of assessment results to improve student learning through the Reflections process. The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in Reflections and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning [IIIA6.1, p. 45]. The faculty self-evaluation is discussed in detail below.

Other personnel groups on campus, such as administrators and classified staff, generally have an indirect (if still critical) role in student learning. Since the majority of these personnel do not have direct responsibility for student learning, consideration of learning outcomes assessment results does not appear as a required element of the standard evaluation instruments for the classified and managerial employee groups. In cases where individual classified or administrative positions have been assigned a more direct responsibility for student learning, outcomes assessment is addressed within regular evaluation of the employee's overall job performance, as will be discussed below.

Faculty Evaluation and Results of Outcomes Assessment

Faculty evaluation processes are governed by the current collective bargaining agreement, which does not directly reference student learning outcomes. However, discussion of learning outcomes is an integral part of the institution's ability to maintain the highest standards of quality among faculty. At MPC, the phrase "student learning outcomes" is understood to refer to a measurable or evaluable description of what students are expected to "know" or "be able to do" after they have successfully completed a course or program [IIIA6.1, p. 45]. Instructor and Program Reflections serve as the mechanism for assessing the degree to which students attain outcomes at the course and program level. During the Reflections process, faculty document how results of learning outcomes assessment have informed changes to pedagogy or service delivery. During the faculty evaluation process, all faculty (including counselors and librarians) complete a self-evaluation that provides an opportunity to discuss participation in the Instructor and Program Reflections processes. Additional questions in the self-evaluation prompt faculty to

discuss the effectiveness of their assessment methods, any changes they have made during the evaluation cycle that could affect teaching and learning (e.g., new teaching techniques, tools, lecture topics), and rationale for those changes [IIIA6.2]. Per Article 14.3 of the MPCTA contract, the self-evaluation is a required component of the evaluation [IIIA6.3, p. 83].

Non-Faculty Evaluation and Results of Outcomes Assessment

As noted above, the majority of non-faculty personnel at MPC have indirect responsibility for student learning. Evaluation instruments have been designed (and in the case of classified staff, negotiated) to be useful and valid for the majority of these employee groups. For this reason, consideration of how outcomes assessments results are used does not currently appear as a required component in the standard evaluation instruments used for classified staff or administrative personnel. However, in some cases, individual classified or administrative personnel have been assigned a more direct responsibility for learning outcomes. The job descriptions for these positions contain clear descriptions of the position's responsibility for student learning, which allows for consideration of how assessment results are used to improve teaching or service delivery as part of the regular evaluation of that individual's primary responsibilities [IIIA6.4a, IIIA6.4b]. When individuals in these positions are evaluated, consideration of how effectively these duties are performed can be addressed in the "Quantity of Work" and "Performance Goals" components of the classified evaluation, along with other assigned duties and plans for improvement [IIIA6.5]. Likewise, the standard managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities [IIIA6.6]. Direct responsibility for student learning and participation in outcomes assessment can be addressed within these components.

Conclusion: Monterey Peninsula College meets Standard III.A.6. However, there are opportunities for continued improvement in this area, specifically with regard to formalizing consideration of how outcomes assessments are used to improve student learning in the evaluations for non-faculty personnel.

Evidence Cited

IIIA6.1 2015-2016 Faculty Handbook, p. 45
IIIA6.2 Faculty Self-Evaluation document
IIIA6.3 MPCTA Agreement: Article 14.3, Self-Evaluation, p. 83
IIIA6.4 Sample Non-Faculty Job Descriptions
  a. Classified
  b. Administrator
IIIA6.5 Classified Evaluation Form
IIIA6.6 Administrator / Manager Evaluation Form

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

- The College uses several methods to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set for it by the State Chancellor's Office, in accordance with Title 5. The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs [IIIA7.3].
- Enrollment trends, program review data, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. Adjunct faculty are hired as needed to support the needs of instructional programs and support services and achieve the institutional mission.

Analysis and Evaluation

The College uses several methods to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set for it by the State Chancellor's Office, in accordance with Title 5. The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs. The Superintendent/President makes the final determination of how many full-time faculty will be hired each year, balancing FON requirements with other College-wide resource allocation needs. These data also inform decisions about how many part-time faculty are needed; adjunct faculty are hired on an as-needed basis to support the needs of instructional programs and support services.

Department chairs review enrollment trends to determine course offerings and make recommendations to the division chairs about course scheduling and teaching assignments. Division chair review the recommendations and forward the class schedule to the Deans and Vice President of Academic Affairs for approval. Enrollment trends inform the Program Review and annual faculty priority hiring processes.

The comprehensive program review process enables the College to assess the quality of programs and services and assure that each instructional and service area maintains a sufficient number of faculty to sustain program quality in support of the mission. The College's full-time

faculty prioritization process also involves consideration of enrollment trends and local labor market data.

As part of the program review process, the College examines several factors that directly or indirectly contribute to an assessment of faculty staffing levels, including:

- Alignment between program mission and College mission
- Trends related to course offerings and scheduling
- Five-year enrollment trends
- Staffing data, including analysis of FTEF to FTES
- Program Improvement Plans

For example, during its 2012 program review, the Mathematics department analyzed student demographics and enrollment trends and recognized the need to increase course offerings [IIIA7.1]. To accommodate support for the course offerings, the College approved the hiring of two full-time mathematics instructors (hired fall 2013) and a full-time coordinator for the Mathematics Learning Center (hired fall 2014). Similarly, the program review completed in fall 2012 for the Chemistry department provided evidence that increasing enrollment trends required the hiring of additional full-time faculty [IIIA7.2]. The College hired two additional full-time Chemistry instructors in fall 2014.

During the College's annual faculty prioritization process, members of Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG) review proposals for new or replacement full-time faculty. Factors considered during prioritization include program improvement plans from program review, enrollment trends, labor market data, and relationship of the position to the mission and quality of the program [IIIA7.3]. For example, during the fall 2013 prioritization, the College considered whether to hire a full-time faculty member for the Hospitality and Restaurant Management department. Hospitality and Restaurant Management is another area with potential to serve the employment and training needs of the community. After considering local labor market data and the institutional mission and goals, the College determined that a full-time faculty member was necessary to assure the quality of educational programs and fulfill a need for the local community [IIIA7.4]. As a result of the discussion; the College hired a full-time faculty member to develop and revitalize the curriculum for the Hospitality and Restaurant Management program.

In fall 2015, the Academic Affairs Advisory Group began using a rubric as part of its faculty prioritization process [IIIA7.5]. The rubric aids in discussion of the connections between faculty position requests and programmatic needs, FTES generation potential, support for the College's mission, and labor market trends [IIIA7.6].

Enrollment trends, program review data, FTES generation, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. The College hires adjunct faculty as needed, in order to support the needs of instructional programs and support services and meet student demand for course offerings. While MPC employs a sufficient number of qualified full-time and part-time faculty, there are areas where the College could increase its offerings if additional faculty could be identified. Two community colleges, a CSU, and a UC are located within forty miles of MPC, which increases the competitiveness of the hiring pool for part-time instructors.

The table below shows full-time equivalent numbers of full-time faculty, part-time faculty, and full-time students.

Full-Time Equivalent Faculty (FTEF) and FTES					
	Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Full-time FTEF	103.7	112.3	117.8	122.4	131.1
Part-time FTEF	99.6	94.1	105.4	102.9	98.1
Total Faculty FTEF	**203.3**	**206.4**	**223.2**	**225.3**	**229.2**
FT FTEF to PT FTEF – MPC	1.04:1	1.19:1	1.12:1	1.19:1	1.34:1
FT FTEF to PT FTEF – Statewide	1.29:1	1.28:1	1.13:1	1.10:1	1.14:1
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTEF – MPC	14.31:1	14.61:1	13.32:1	12.78:1	13.35:1
FTES* per FTEF – Statewide	15.54:1	15.15:1	14.84:1	14.74:1	14.24:1

*Includes FTES from instructional contracts
Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC's full-time to part-time faculty ratio is slightly below statewide average. As noted above, regional factors may affect the local hiring pool for part-time instructors. The College's student to faculty ratio is also lower than the statewide average. The data suggest that the College maintains more than sufficient numbers of faculty support the institution's mission and purposes.

Conclusion: Monterey Peninsula College meets Standard III.A.7.

Actionable Improvement Plan

The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Evidence Cited

IIIA7.1 Mathematics Program Review
IIIA7.2 Chemistry Program Review
IIIA7.3 Faculty Position Request Forms
IIIA7.4 Faculty Request: Hospitality and Restaurant Management Proposal
IIIA7.5 Faculty Prioritization Process, fall 2015

IIIA7.6 Faculty Position Hiring Rubric, fall 2015

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

- Each semester, Academic Affairs hosts an adjunct faculty orientation session to provide new adjunct faculty with essential information about the College, their role as faculty, campus policies and procedures, and campus safety [IIIA8.1].
- Division Chairs coordinate the work of those in their divisions, including adjunct faculty. Division Chairs participate in adjunct faculty hiring and recommend adjunct teaching assignments to their respective Dean [IIIA8.2].
- Evaluation procedures for adjunct faculty are specified in the MPCTA Agreement [IIIA8.3].
- Professional development opportunities are open to all faculty, including adjuncts [IIIA8.4, IIIA.7 – IIIA8.9]. Adjunct faculty are encouraged and invited to participate in campus activities, and actively participate in campus governance [IIIA8.10].

Analysis and Evaluation

Each semester, the Dean of Instruction, Academic Affairs, hosts an adjunct faculty orientation session to provide new adjunct faculty with essential information about the College, their role as faculty, campus policies and procedures, and campus safety [IIIA8.1]. The Office of Human Resources provides all newly hired employees with basic employment documents and informational documents to assist in orientation. During this meeting, new employees are encouraged to ask questions regarding policies and procedures of employment, including compensation, evaluations, professional growth, and campus life. At the division and program level, administrative support staff provide additional orientation services. This may include tours, issuance of keys, overview of classroom technology, mailbox, email access, administrative support, WebReg, and distribution of textbooks and syllabi.

Administrators and staff monitor the workload of adjuncts to ensure compliance with Education Code 87482.5, limiting them to 67% of an equivalent full-time load. Analysis of load limits is performed multiple times through the assignment process in division offices and the offices of Human Resources and Academic Affairs. Tenured faculty serving as Division Chairs coordinate the work of adjunct faculty in their respective disciplines. Division Chairs review adjunct applications (including requests for equivalency for minimum qualifications), conduct interviews, and recommend faculty for hiring. Division Chairs also recommend course assignments and mentor adjuncts in respect to curriculum, teaching methods, and administrative paperwork. Further, they participate in the supervision and evaluation of the adjunct's work to

ensure that adjunct faculty meet the standards of academic quality and discipline expertise [IIIA8.2, p. 155]. As discussed in Standard III.A.5, adjunct faculty are evaluated in compliance with Article 14 of the MPCTA Agreement and Education Code 87660 et seq. [IIIA8.3, p. 83].

The MPC Foundation provides small Faculty and Staff Advancement grants to support professional development opportunities outside the College [IIIA8.4]. FASA awards can be to attend conferences, workshops, or conventions, fund professional development coursework, or purchase classroom equipment; all faculty and staff, including adjunct faculty, are encouraged to apply, and many of the funds have been awarded to adjuncts [IIIA8.5]. Human Resources staff monitor adjuncts' participation in professional growth activities that can lead to increased compensation [IIIA8.6].

The College schedules professional development activities during flex days at the beginning of each semester, ranging from use of technology in the classroom to addressing the needs of a diverse student population. Flex days also offer opportunities for all faculty, both full-time and part-time, to meet, socialize, network, and share information [IIIA8.7]. The College also provides training and support for faculty teaching in an online modality. Many of these training and support resources are available online to allow maximum participation, especially from adjuncts who might not otherwise be able to attend a live training [IIIA8.8, IIIA8.9].

Part-time faculty comprise a large component the College community. The fluctuating membership of this employee group makes it challenging to ensure all are informed, engaged, and participating. However, the College attempts to integrate adjunct faculty through division activities, participatory governance structures, and College-wide events. Adjunct faculty serve on committees, including the Academic Senate [IIIA8.10], attend division meetings, facilitate flex day events, and support student clubs and events. Adjunct faculty are also encouraged to share their opinions and feedback through surveys on both campus-wide and division-specific issues surveys, including program review. In addition to Flex events at the beginning of each semester, adjuncts participate in College-wide events such as the annual Employee Celebration and Awards Ceremony. Each spring, the Administration host this event to honor outstanding performance as well as years of service by faculty and staff members, including adjuncts.

Conclusion: Monterey Peninsula College meets Standard III.A.8.

Evidence Cited

IIIA8.1 Sample Adjunct Orientation Agenda
IIIA8.2 MPCTA Agreement: Article 23.4.1, Job Description of Division Chair, p. 155
IIIA8.3 MPCTA Agreement: Article 14.2.3, Temporary Faculty, p. 82
IIIA8.4 MPC Foundation Website: FASA Description
IIIA8.5 FASA Award Recipients
IIIA8.6 Professional Growth Form
IIIA8.7 Flex Day Schedules: Spr13 - F15

IIIA8.8 MPC Online Training Schedules
IIIA8.9 MPC Online Faculty Support Web pages
IIIA8.10 Academic Senate Bylaws: Senators and Constituencies, p. 2

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

- The College evaluates the sufficiency of its staff on an ongoing basis to ensure that educational, technological, physical, and administrative needs can be met effectively. The College evaluates sufficiency of staffing through program review, through campus-wide planning documents such as the Technology Plan, through *ad hoc* process mapping activities [IIIA9.1 – IIIA9.2, IIIA9.6], and upon the departure of existing staff [IIIA9.3]. New positions are added when necessary, and as resources allow. Reclassification, reassignment, and/or cross training help to ensure that existing staff are deployed effectively.

Analysis and Evaluation

When a classified vacancy occurs, the immediate supervisor for the position completes a Request to Fill Classified Positions form [IIIA9.3]. As part of the request process, the supervisor reviews the job description and, based on unit needs, determines whether to request that the vacancy is filled with no changes to the job description, some modifications to the job description, or by creating a new position entirely. Supervisors provide budget information and an explanation of how the position supports student learning as rationale for filling the vacancy. The Superintendent/President and Vice Presidents approve filling vacancies in existing, budgeted classified positions, and share the results of the decision with College Council as an information item to ensure transparency.

The reclassification process provides a structure for examining duties and qualifications required for each classified position, in order to support the educational, technological, physical, and administrative operations of the institution. In 2014, the reclassification processes resulted in changes to eight job descriptions, including a reorganization of the accounting specialist classification in the Department of Fiscal Services and lab technicians supporting the Automotive and Nursing programs. As described in Standards III.A.5 and III.A.3, job descriptions are also reviewed during the annual classified evaluation process, to ensure that they adequately reflect the current job requirements and program needs [IIIA9.4, p. 21; IIIA9.5].

Cross training of existing staff also helps to ensure that the institution maintains a sufficient number of qualified staff to meet institutional needs. For example, in an effort to provide

effective support of administrative needs of the institution, the Office of Human Resources has made concerted efforts to cross train staff in recruitment, management of evaluation, data and reporting, and employee/employer relations. An analysis of procedures resulted in streamlining the onboarding process for new employees while increasing administrative efficiencies [IIIA9.6]. Similarly, to address staffing requirements in the Office of Academic Affairs, existing workflows were redistributed among departmental staff. The redistribution resulted in the modification of several existing job descriptions and the creating of one new job description, Unit Office Manager, Public Safety Training Center (PSTC) [IIIA9.7]. This change provided essential institutional and operational support to the fire, police, and emergency medical training programs and identified personnel to serve as essential back-up support services.

Similarly, the College created a new staff classification, Online Instructional Technology Specialist, to support educational, technological, and administrative operations related to online instruction [IIIA9.8]. This classified position provides support for faculty and others using MPC Online through training, orientation, and instruction in the creation of multi-media productions, as well as the maintenance of both the Instructional Technology lab and the learning management system. Need for the position became evident as MPC's online offerings grew [IIIA9.9].

The table below shows full-time equivalent numbers of classified professional staff, classified support staff, and full-time students.

Classified Staff Full-Time Equivalent Employees and FTES					
	Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Classified Professional FTE	18.5	19.3	18.8	23.8	18.4
Classified Support FTE	151.3	150.4	147.5	137.8	132.7
Total Staff FTE	**169.8**	**169.7**	**166.9**	**161.6**	**151.1**
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTE Staff – MPC	17.15:1	17.77:1	17.88:1	17.82:1	20.25:1
FTES* per FTE Staff – Statewide	22.53:1	22.44:1	22.81:1	22.86:1	22.20:1

*Includes FTES from instructional contracts
Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC's student to staff ratio is lower than the statewide average. The data suggest that the College maintains more than sufficient numbers of staff to support the institution's mission and purposes.

Conclusion: Monterey Peninsula College meets Standard III.A.9.

Actionable Improvement Plan
The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Conclusion: Monterey Peninsula College meets Standard III.A.9.

Evidence Cited

IIIA9.1 Program Review Templates: Staffing Evaluation
- a. Academic Affairs, p. 14
- b. Administrative Services, p. 8
- c. Student Services, p. 10

IIIA9.2 2013-2016 Technology Plan, p. 34
IIIA9.3 Classified Position Request Form
IIIA9.4 MPCEA Agreement: Article V, Reclassification, p. 21
IIIA9.5 Classified Evaluation Form
IIIA9.6 Business Process Analysis: Human Resources
IIIA9.7 Job Description, PSTC Unit Office Manager
IIIA9.8 Online Instructional Technology Specialist Job Description
IIIA9.9 Position Request: Online Instructional Technology Specialist

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

- MPC employs administrators and managers to provide oversight and supervision of the day-to-day operations of the College [IIIA10.1]
- College administrators and managers are selected based on their preparation, qualifications, and expertise [IIIA10.3, IIIA10.4, IIIA10.5]

Analysis and Evaluation

MPC's administrative structure has remained relatively unchanged since the 2010 self-evaluation report. At that time, some administrative positions were eliminated to meet budgetary shortfalls and to address the California recession. The 2010 Evaluation Report from the ACCJC visiting team commended Student Services for the "level of efficiency, commitment and willingness to face the fiscal and staffing challenges while delivering meaningful services to students."

In summer 2014, following a resignation in Academic Affairs and unsuccessful search for a retirement replacement in Student Services, Monterey Peninsula College recruited for an Interim Vice President of Academic Affairs and an Interim Vice President of Student Services to serve in temporary capacities from October 2014 until June 30, 2015. The Superintendent/President selected MPC's Dean of Instructional Planning and Dean of Student Services to serve in these temporary positions. To address administrative demands left by the deans' interim assignments, managers and faculty were assigned additional responsibilities during the transition period. In July 2015, the College completed a successful search for a Vice President of Academic Affairs.

Unfortunately, the search for a Vice President of Student Services was not successful. As of fall 2015, The College is conducting a second search for a permanent Vice President of Student Services. The College expects the successful candidate to begin employment in July 2016.

In addition to administrators, MPC also employs managers to provide oversight and supervision of the day-to-day operations of the College as described in Standard III.A.3. These areas include Admissions and Records, Financial Aid, Institutional Research, Child Development Center, Information Technology, Security, Facilities and Custodial Services [IIIA10.1]. The College developed a new position, Director of Student Success and Equity, to manage and oversee programs funded by the California Community College system for student success and support programs. The College hired its first Director of Student Success and Equity in November 2015, after a proposed restructuring of Student Services [IIIA10.2, IIIA10.5].

Appropriate Preparation and Expertise

Preparation and expertise to provide continuity and effective administrative leadership and services are outlined and identified in the job postings for all administrators. Statewide minimum qualifications for educational administrators in California Community Colleges are a Master's degree and one year of experience related to the administrative assignment. MPC administrators are required to possess additional training and experience. Desirable skills and characteristics are also acknowledged in the job postings and job descriptions [IIIA10.3, IIIA10.4]. For example, the job announcement for the Vice President of Student Services lists three desirable characteristics:

1. Demonstrated leadership and vision incorporating sound fiscal planning, knowledge of educational trends pertinent to community colleges and data-driven decision making related to enrollment management and student retention;
2. Demonstrated commitment to participatory governance and developing collaborative relationships with a diverse campus constituency emphasizing consensus building, conflict resolution, and problem solving; and
3. An ability to work as an executive team member dedicated to the collaborative goal of integrating instruction, student, and administrative services to create and maintain a supportive student learning environment.

Human Resources staff verify administrators' educational preparation using official transcripts.

Administrators and managers attend conferences, workshops and trainings to maintain currency in the field and to ensure compliance with new laws and regulations. Managers and administrators have attended on-going mentor training with the Association of California Community College Administrators. Administrators attend annual and biannual conferences, and informational and training workshops with colleagues across the state.

The table below shoes the full-time equivalent numbers of administrators and students for the past five fall semesters.

Full-Time Equivalent (FTE) Administrators and FTES					
	Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Educational Administrators	10	8.0	9.0	6.0	8.7
Classified Administrators	9.0	9.3	7.9	4.0	2.0
Total FTE Administrators	**169.8**	**169.7**	**166.9**	**161.6**	**151.1**
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTE Admin – MPC	153.24:1	174.35:1	175.95:1	288.02:1	285.95:1
FTES* per FTE Admin – Statewide	156.49:1	144.83:1	152.47:1	149.79:1	140.56:1

*Excludes FTES from instructional contracts
Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC's student to administrator ratio is notably higher than the statewide average, particularly since fall 2012. In order to meet the increasing demands upon the College and to respond to dynamic California Community College systems, external agencies, and community needs and requirements, the College may need additional administrators and/or managers. Essential areas of concern include enrollment management, institutional effectiveness, access to data, marketing, facilities, and public information.

Conclusion: To meet budgetary challenges during the California recession in 2008, the College eliminated administrative positions. MPC has maintained its organizational structure since 2010, even as campus needs have changed. To provide increased leadership in the planning and implementation of effective services, additional administrative positions may be needed.

Actionable Improvement Plan

The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Evidence Cited

IIIA10.1 Organizational Charts
IIIA10.2 Student Services Re-organization
IIIA10.3 Sample Job Announcement: VPSS
IIIA10.4 Sample Job Description: Dean of Instruction
IIIA10.5 Sample Job Description: Director, Student Success and Equity

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Evidence of Meeting the Standard

- The College has established personnel policies and procedures that are available for information and review. Current Board Policies related to personnel are available online through the Board of Trustees website [IIIA11.1]. More specific procedures, including hiring procedures, collective bargaining agreements, unlawful discrimination and sexual harassment complaint procedures, and the Equal Employment Opportunity Plan, can be found on the publicly available Human Resources website [IIIA11.2].

Analysis and Evaluation

Monterey Peninsula College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. All policies and procedure, including those related to personnel, are posted online and available to the public in electronic form. Current Board Policies related to personnel are available online through the Board of Trustees website [IIIA11.1]. More specific procedures, including hiring procedures, collective bargaining agreements, unlawful discrimination and sexual harassment complaint procedures, and the Equal Employment Opportunity Plan, can be found on the publicly available Human Resources website [IIIA11.2]. The Office of Human Resources handles complaints related to unlawful discrimination, per established procedure [IIIA11.3]. Negotiated agreements with bargaining units specify procedures for other types of work-related grievances [IIIA11.4, p. 33; IIIA11.5, p. 58]. College processes require timely response to any complaint or grievances. Following investigation of complaints and grievances, corrective action is taken if needed to ensure equity and consistency of policies and procedures.

MPC works diligently to ensure that policies and procedures are administered fairly and consistently. When personnel are needed, for example, selection committees are apprised of hiring policies and procedures, and all members of each committee are charged with ensuring that the procedures are followed. When faculty, administrators, and staff are evaluated, there are clear processes with timelines to ensure that each employee is evaluated in a consistent and appropriate manner. Other personnel processes, including reclassification requests and discrimination complaint procedures, are clearly described and made available to all employees through the Human Resources website.

In the 2014 Faculty and Staff Accreditation Survey, 76.9% of respondents stated that they strongly agree or agree that they know where they can find personnel policies and procedures which are relevant to their job. 78.2% of respondents agreed or strongly agreed that they had been treated fairly; a similar number of respondents (75.6%) agreed or strongly agreed that the institution makes every effort to treat people fairly [IIIA11.6].

Conclusion: Monterey Peninsula College meets Standard III.A.11.

Evidence Cited

IIIA11.1 Board Policies Website: Personnel Policies
IIIA11.2 Human Resources Website
IIIA11.3 MPC Discrimination Complaint Procedures
IIIA11.4 MPCTA Agreement: Article 6, Grievance Procedure, p. 33
IIIA11.5 MPCEA Agreement: Article XIV, Grievance Procedure, p. 58
IIIA11.6 2014 Faculty and Staff Accreditation Survey

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

- The College adheres Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity, which states that the College will ensure that applicants and employees will not be subjected to discrimination in any program or activity on the basis of any protected group status, and that the College will strive to achieve a workforce that is welcoming to all individuals [IIIA12.1].
- In accordance with Board Policy 5100, the College has adopted an Equal Employment Opportunity (EEO) Plan to ensure equitable hiring practices [IIIA12.2].
- MPC's Equal Employment Opportunity Advisory Committee (EEOAC) includes representatives from both the campus and community, and acts as an advisory body to the College in the implementation of the EEO Plan [IIIA12.3].
- Hiring procedures for all employee groups outline elements of the hiring process that relate to equal employment opportunities, including recruitment strategies, committee membership and training, and selection and interview processes [IIIA12.4].

Analysis and Evaluation

Creating and Maintaining Programs, Practices, and Services that Support Diverse Personnel

Board Policy 5100 Equal Employment Opportunity and Commitment to Diversity in Employment states that the College will ensure that applicants and employees will not be subjected to discrimination in any program or activity on the basis of any protected group status. The policy also provides that the College strive to achieve a workforce that is welcoming to all individuals [IIIA12.1]. In accordance with this policy, the College works to create and maintain an inclusive educational and employment environment that fosters cooperation, acceptance, democracy, and free expression of ideas.

The College has adopted an Equal Employment Opportunity (EEO) Plan, which provides definitions, requirements for training members of search committees, and an analysis of the

applicant pools and employee groups [IIIA12.2]. The Plan also identifies responsible parties in hiring processes and establishes an Equal Employment Opportunity Advisory Committee (EEOAC) [IIIA12.3, p. 6]. The EEOAC membership includes representatives from both the campus and community. The EEOAC acts as an advisory body to the College in the implementation of the EEO Plan, which includes compliance with laws and regulations and a review of hiring procedures.

Hiring procedures for all employee groups outline recruitment strategies, committee membership and training, and selection and interview processes. Hiring committee members receive training in EEO laws, best practices, and bias training, and the Faculty hiring committees include a designated EEO Representative who receives additional EEO training. To help hiring committee members select potential employees who demonstrate an understanding of and sensitivity to diversity issues, Board Policy and personnel procedures require committee members to evaluate candidates' understanding of, sensitivity to, and appreciation for the academic, ethnic, socioeconomic, disability and gender diversity of students and staff attending or working on a community College campus [IIIA12.4a, p. 10; IIIA12.4b, p. 7; IIIA12.4c, p. 9; IIIA12.4d, p. 9].

In addition, both collective bargaining agreements include a non-discrimination clause, which states that neither the District nor Association will discriminate against any employee on the basis of any protected status [IIIA12.5, p. 25; IIIA12.6, p. 8]. These statements help to promote an inclusive environment that fosters cooperation, acceptance, democracy, and free expression of ideas.

To ensure that Board Policies and administrative procedures relate to the commitment of providing a welcoming employment and learning environment to all employees and students, the College investigates complaints in a timely and consistent manner. The Associate Dean of Human Resources has been designated the Title IX Officer and EEO Officer, responsible for overseeing all complaints and investigations; three additional administrators have been trained as Title IX investigators. All individuals attended intensive certification training offered by ATIXA, the Association of Title IX Administrators. All complaint processes provide the complainant an opportunity to appeal an administrative finding. The names of responsible administrators and complaint processes are accessible on the College website and in the College catalog [IIIA12.7].

Assessing Employment Equity and Diversity

The College regularly reviews applicant demographics of the applicant pools and employee groups. The Associate Dean of Human Resources presents an annual EEO report to the Board of Trustees, which includes information about the diversity of current applicant pools and active employee demographics [IIIA12.8]. Longitudinal trends in applicant and employee demographics are also considered. Human Resources staff and the EEOAC also review these

data and consider procedural critiques and suggestions for improving outreach and hiring procedures.

Conclusion: Monterey Peninsula College meets Standard III.A.12.

Evidence Cited

IIIA12.1 Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity
IIIA12.2 Equal Employment Opportunity Plan
IIIA12.3 Equal Employment Opportunity Advisory Committee (see p. 6)
IIIA12.4 Hiring Procedures
  a. Full-Time Faculty, p. 10
  b. Adjunct Faculty, p. 7
  c. Classified Staff, p. 9
  d. Administrators/Managers, p. 9
IIIA12.5 MPCTA Agreement: Article 2, Non-Discrimination, p. 25
IIIA12.6 MPCSEA Agreement: Article 1.2, Non-Discrimination, p. 8
IIIA12.7 Human Resources Website: Title IX
IIIA12.8 EEO Report to the Board of Trustees, 2014-2015

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

- The College has an established Institutional Code of ethics, codified in Board Policy 5001 [IIIA13.1].
- Additional written policies related to ethical standards for employees include those related to professional commitment, employee rights and responsibilities, and personal conduct. Consequences for violation are included in the policy language as appropriate [IIIA13.2].

Analysis and Evaluation

Board Policy 5001: Institutional Code of Ethics [IIIA13.1] serves as MPC's written code of professional ethics for all employees. The Policy asserts that ethical principles of honesty, integrity, accountability, respect, and trust are required from all members of the College community in order to achieve the mission.

Additional Board Policies related to professional ethics include:

- Board Policy 5310: Faculty Professional Commitment [IIIA13.2a], which describes the professional commitment and obligation of faculty members including having personal qualities and maintaining the highest ethical standards which contributes towards success as a faculty member;
- Board Policy 5530: Management, Supervisory and Confidential Rights and Responsibilities [IIIA13.2b], which describes the ethical responsibilities of members of the management team, including the commitment to principles of honesty and equity,

establishes an expectation that these employees shall commit themselves to excellence in education and the consistent exercise of integrity;

- Board Policy 5320: Teaching Faculty Duties and Responsibilities [IIIA13.2c], which lists expectations for all full and part-time faculty, including the requirement to comply with all institutional policies and procedures;
- Board Policy 5325: Faculty Personal Conduct/Suspension and Dismissal [IIIA13.2d], which establishes standards of conduct for faculty and outlines the grounds for suspension or dismissal including immoral or unprofessional conduct, dishonesty, and conviction of any crime involving moral turpitude; and
- Board Policy 5430: Classified Suspension, Demotion and Dismissal [IIIA13.2e], which lists actions which will subject a classified employee to disciplinary action, including falsification of information, conviction for any criminal offense or misdemeanor involving moral turpitude, dishonesty, and immoral conduct.

Additionally, Board Policy 5105: Sexual Harassment [IIIA13.2f] and the College's Procedures for Complaints of Unlawful Discrimination [IIIA13.3] establish expectations for the equal treatment of all members of the College community, free from discrimination on the basis of any protected status and outline administrative steps that will be taken in the event of a discrimination or sexual harassment claim.

Board Policies and Human Resources procedures are available on the College website [IIIA13.4, IIIA13.5]. Additionally, the College provides new employees with links to Board Policies 5001 and 5105 and the Procedure on Unlawful Discrimination as part of their orientation packet. New employees acknowledge through signature that they have been provided with this information. New classified employees also receive a link in their orientation packet to their Collective Bargaining agreement, which contains additional expectations of behavioral standards [IIIA13.6, p. 54]. The Article defines ethical violations and outlines causes for discipline, up to and including termination.

Conclusion: Monterey Peninsula College meets Standard III.A.13.

Evidence Cited

IIIA13.1 Board Policy 5001: Institutional Code of Ethics
IIIA13.2 Board Policies Related to Ethical Standards
  a. Board Policy 5310: Professional Commitment
  b. Board Policy 5530: Management, Supervisory, and Confidential Rights and Responsibilities
  c. Board Policy 5320: Teaching Faculty Duties and Responsibilities
  d. Board Policy 5325: Faculty Personal Conduct/Suspension and Dismissal
  e. Board Policy 5430: Classified Suspension, Demotion and Dismissal
  f. Board Policy 5105: Sexual Harassment
IIIA13.3 Procedures for Complaints of Unlawful Discrimination
IIIA13.4 Board of Trustees website: Current Policies
IIIA13.5 Human Resources Website: Discrimination Procedure

IIIA13.6 MPCSEA Agreement: Article 13, Discipline, p. 54

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

- The College provides its employees with opportunities for professional development in keeping with its mission and learning needs. Opportunities include scheduled Flex Day activities at the beginning of each semester, structured courses for online faculty, and MPC Foundation grants to support individualized professional development needs. The College evaluates the effectiveness of these opportunities through participant feedback and participation [IIIA14.1 – IIIA14.6].

Analysis and Evaluation

Structured Flex Activities

The College staff development days during Flex week each semester, one staff development day prior to each fall semester and two days prior to each spring semester. Flex activities include keynote addresses from external and internal speakers designed to stimulate thought around topics related to pedagogy, technology, student learning, and diversity. In addition, flex days include break-out workshops covering topics related to effective instruction, technology, stress and time management, accreditation, assessment, student retention, program review, Title IX, articulation, and employee health and welfare [IIIA14.1].

The Academic Senate's Flex Day Committee plans and organizes flex activities, in collaboration with the Office of Academic Affairs. The Flex Committee solicits ideas for flex day workshops from faculty, staff, and administrators across campus to ensure that offerings are relevant and consistent with institutional needs. The College systematically evaluates effectiveness of flex trainings through participant feedback. At the end of flex days, the Academic Senate invites all campus personnel to participate in a survey about the effectiveness of flex day offerings. The Flex Day Committee uses survey results to plan subsequent flex day activities.

MPC Online / Instructional Technology Training

The MPC Online Support Team provides a variety of professional development to support the use of technology in the classroom and demonstrate effective strategies for online teaching and learning [IIIA14.2]. Structured opportunities for professional development related to online teaching and learning include:

- **MPC Online Teaching Certification Program**: The ICDE launched an MPC Online Teaching Certification program in spring 2014. The certification program consists of two

levels: (1) MPC Online Teaching Certificate and (2) MPC Online Course Design Certificate. Courses in each series are based on the California Community College @ONE online training curriculum and have been adapted to incorporate MPC's Effective Strategies for Online Teaching & Learning as well as specific aspects of MPC's online teaching and learning environment [IIIA14.3].

- **Faculty Coffee & Conversation Sessions**: Since spring 2014, MPC's Institutional Committee on Distance Education and MPC Online support team have hosted "MPC Online Coffee & Conversation Sessions" for one-hour every other week during the semester. The sessions are designed to provide faculty with an opportunity to meet and network with other online faculty, learn new ideas, and share strategies. Session topics range from demonstrations of specific tools by MPC Online trainers to presentations by online faculty. Fall 2015 sessions focused on the theme online student success [IIIA14.4, IIIA14.5].

At the end of each MPC Online workshop or training session a survey is distributed to participants to gather their feedback. The MPC Online Support Team uses the results to improve subsequent workshops and professional development offerings.

MPC Foundation's Faculty & Staff Advancement Awards

Each year the MPC Foundation funds Faculty & Staff Advancement Awards (FASA) for MPC faculty and staff to support professional development or the purchase of instructional materials and classroom equipment. Professional development funded through FASA awards has included the purchase of training systems for PSTC faculty, support for faculty (full-time and part-time) and staff to attend conferences within their discipline or work assignment, and support for managers to attend leadership development programs through EDUCAUSE and ACCCA [IIIA14.6]. After receiving an advancement award and using the funds awarded, recipients are required to write a one-page summary and evaluation of the experience. These review letters help the Foundation evaluate the effectiveness of the awards.

Keenan SafeColleges Online Training

The Human Resources department provides all personnel with online training related to workplace issues and legal compliance, including topics such as ergonomics, sexual harassment, FERPA, injury prevention, diversity and discrimination awareness, and mandated child abuse reporting [IIIA14.7]. Beginning in fall 2015, the College will assign all employees the mandated child abuse reporting and sexual harassment training. Employees and their supervisors will have the ability to request optional trainings as needed. Tools within the training courses allow participants to provide feedback, which Human Resources staff can used to evaluate the effectiveness of the training.

Conclusion: Monterey Peninsula College meets Standard III.A.14.

Evidence Cited

IIIA14.1 Sample Flex Day Schedules
IIIA14.2 MPC Online Faculty Training & Support Website
IIIA14.3 MPC Online: COTL Information
IIIA14.4 Coffee & Conversation Announcement, Spring 2014
IIIA14.5 Coffee & Conversation Announcement, Fall 2015
IIIA14.6 FASA Awards
IIIA14.7 SafeColleges Training Website

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

- In accordance with Ed Code §87031 and Board Policy 5020: Personnel File, the College maintains personnel records in a confidential and secure manner and provides each employee with access to his or her own personnel file upon request [IIIA15.1].

Analysis and Evaluation

Ed Code §87031and Board Policy 5020 give every employee the right to access their own personnel file upon advanced request. All employees may schedule an appointment to review their file with the Human Resources Administrative Assistant. File review is performed in the presence of a representative of Human Resources, and files may not be removed from the office [IIIA15.1].

Personnel files are stored in the Human Resources Office [IIIA15.2]. The filing cabinets that contain these records are equipped with locks and are secured at the end of each business day. During normal business hours, access to personnel files is limited to Human Resources staff. Access by other employees is restricted and limited to those with a job-related College need.

Documents related to dealing with the processing of a grievance are filed separately from the personnel files of the participants. Medical files are also stored separately from the personnel file.

Conclusion: Monterey Peninsula College meets Standard III.A.15.

Evidence Cited:

IIIA15.1 Board Policy 5020: Personnel File
IIIA15.2 Human Resources Website

Standard III.B: Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, and a healthful learning and working environment.

Evidence of Meeting the Standard

- The Facilities Department oversees grounds, maintenance, and custodial services to help ensure safe and sufficient physical resources at all of MPC's physical locations. Facilities staff serve as the main point of contact for any reported building safety concerns, and conducts regular safety meetings within the department regarding appropriate response to building safety [IIIB1.1 – IIIB1.2].
- Campus Security provides holds primary responsibility for ensuring a safe and secure environment for all students and employees of the College, regardless of campus location. MPC's security officers are charged with minimizing injury, fear, anxiety, or hazards to life or health, and for protecting College and personal property from vandalism, fire, theft, or other hazards [IIIB1.3, IIIB1.4, IIIB1.5].

Analysis and Evaluation

Monterey Peninsula College offers courses, programs, and learning support services at the following locations:

- MPC's main campus, which is located at 980 Fremont Street, Monterey, CA.
- Monterey Peninsula College Education Center, which consists of two sites:
  - The MPC Public Safety Training Center at Seaside located at 2642 Colonel Durham St., Seaside, CA.
  - The MPC Education Center at Marina is located at 289 12th Street, Marina, CA.

The District also rents/leases other facilities throughout the county for off-site classes.

The Office of Administrative Services is responsible for ensuring that MPC continues to provide safe and sufficient physical resources all locations in accordance with federal, state, and local regulations. The Vice President of Administrative Services oversees departments, resources, and committees that support the maintenance of facilities, and ensure health and safety at the main campus, Marina Education Center, and the Public Safety Training Center in Seaside.

The Facilities Department oversees grounds, maintenance, and custodial services to help ensure safe and sufficient physical resources at all of MPC's physical locations [IIIB1.2]. The Facilities Department also serves as the main point of contact for any reported building safety concerns, and conducts regular safety meetings within the department regarding appropriate response to

building safety issues . The department conducts or contracts regular inspections of college facilities and equipment as required by government agencies, including college-wide risk assessments through the State-wide Association of Community Colleges [IIIB1.1a, IIIB1.1b].

The Facilities Department has developed and implemented a preventative maintenance plan to assure access, safety, security, and a healthy learning and working environment at the college. The plan ensures regular maintenance of air filters and inspection of bathroom fixtures, doors, and other resources in buildings across all campuses. It also includes a schedule for regular inspection and repair of athletic facilities prior to the beginning of each season and ongoing inspection for year-round sports.

Faculty and staff at all MPC locations utilize a system called "Maintenance Direct" to submit facilities-related work orders, including maintenance requests, repairs, office moves, and set-up for campus events. Facilities staff prioritize and respond to incoming requests to ensure that needs are met. Staff address any safety-related requests first.

Maintenance staff from the main campus monitor and respond to needs at the Education Center at Marina and Public Safety Training Center. Grounds staff are scheduled to service the two campuses every Wednesday from 7-11:30 a.m., and report any observed maintenance issues back to the Facilities Department. Where possible, Facilities staff also use technology solutions to monitor systems remotely. For example, the EMS Energy Management System from Siemens allows staff to monitor HVAC and lighting systems on all three campuses. Similarly, Facilities staff uses the Hunter Irrigation Maintenance Management System to monitor and control irrigation on all three campuses.

The Facilities Committee is charged with developing long range facilities plans to assure that MPC provides safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. Chaired by the Vice President of Administrative Services, the committee:

- Reviews requests for facility changes (remodeling, new construction);
- Prioritizes and recommends minor Capital improvement projects;
- Reviews and recommends Scheduled Maintenance Projects;
- Makes recommendations on minor capital improvement projects and scheduled maintenance projects (in consultation with each of the Advisory Groups).

The Facilities Committee also provides support for the development of the College's long-range Facilities Master Plan. Committee involvement helps to ensure that facilities planning is driven by the Educational Master Plan and Institutional Goals.

The following responses from the 2014 Faculty and Staff Accreditation Survey suggest that that MPC provides sufficient physical resources at all locations where it offers courses, programs, and learning support services [IIIB1.6]:

- 92.1% of respondents indicated that they have adequate space to do their job.
- 75.4% believe the College has adequate physical accommodations for people with disabilities (15.6% indicated "don't know").
- 58.5% believe that facilities planning is adequately linked to other institutional planning and evaluation efforts (28.6% indicated "don't know".

In addition, results from the 2014 Noel-Levitz Student Satisfaction Inventory (SSI) indicate that students feel that "on the whole, the campus is well maintained" (overall satisfaction rating of 6.21 out of 7; level of satisfaction is 5.84 out of 7) [IIIB1.7].

The College also recognizes areas for improvement with regard to facilities maintenance, particularly with regard to departmental staffing. Two vacancies in the grounds crew have impacted the department, and as buildings are renovated and new landscaping is installed, the demands on existing staff have increased. In addition, the College does not currently have a dedicated maintenance person for the two campus centers. Maintenance staff respond to work orders on an as-needed basis; however, responses to off campus requests for non-emergency repairs could be more immediate with a staff person dedicated to the two centers.

Assuring a Safe Learning and Working Environment

The Campus Security Department holds primary responsibility for ensuring a safe and secure environment for all students and employees of the College, regardless of campus location [IIIB1.3]. MPC's security officers are charged with minimizing injury, fear, anxiety, or hazards to life or health, and for protecting College and personal property from vandalism, fire, theft, or other hazards. The Security Department works cooperatively with the Monterey Police Department at the Monterey campus, the Marina Police Department at the MPC Education Center at Marina, and the Seaside Police Department at the Public Safety Training Center in providing assistance for incidents that require resources not available to the College.

MPC's Security Department maintains comprehensive Emergency Action Guides for each campus location [IIIB1.8a, IIIB1.8b, IIIB1.8c]. Hard copies are posted in locations around each campus; electronic copies are available on the Campus Safety website [IIIB1.9]. The Emergency Action Guide provides instructions for responding to a wide variety of incidents including bomb threats, earthquakes, explosions, fire, hazardous materials, gas leak, violence, and active shooter threats. In addition, building response teams stock emergency kits in each building that contain food, water, and other supplies.

Security incidents on campus are relatively rare [IIIB1.4]. In the event that a theft or other security incident does occur, Campus Security issues a Security Alert to the campus via email.

Security Alerts contain information about the incident and how to report information to security. Security Alerts also provide reminders to the campus about how to prevent crime including locking vehicles, keeping valuable items out of plain view, awareness of surroundings, and reporting suspicious activity to Campus Security.

MPC's Emergency Operations Center (EOC) provides centralized leadership to coordinates emergency information and resources across campus in the event of an emergency. The Emergency Operations Center is led by the Director of MPC's Public Safety Training Center and staffed by campus administrators, managers, and other personnel as needed [IIIB1.10]. The EOC also works closely with city and county safety services to ensure close alignment of services and coordination of response. The City of Monterey's Emergency Services Coordinator has met with the EOC leadership and has reviewed MPC's EOC to help define the role of city safety services in the event of a campus emergency. EOC Desktop drills are regularly held to test the campus emergency communications/preparedness plan, specifically those communications between the EOC (Emergency Operations Center) and BRT (Building Response Team). Desktop drills take place regularly.

On March 7, 2104, an employee at MPC received a report from the Monterey Police that an armed robber had been reported in the area, and was potentially nearing the campus. campus. Superintendent/President immediately activated the campus Emergency Operations Center. A campus-wide emergency alert was broadcast through the Informacast phone system and individual building PA systems instructing faculty, staff, and students to remain locked down until further notice. The campus also used the social media tools communicate with faculty, staff, students, and the greater community.

Following the incident, the College held meetings to debrief and identify areas where preparedness and emergency operations could be improved. As a result, additional desktop drills were scheduled to provide members of the campus with increased awareness of existing procedures and opportunities to practice in responding to a variety of scenarios. The campus Informacast system was upgraded and additional units were deployed to ensure adequate coverage for the campus. The Information Systems department continues to work with campus security to explore additional solutions including electronic building lock systems and outdoor PA systems to help broadcast messages across campus.

The Health and Safety Committee helps assure access, safety, security, and a healthy learning environment by reviewing safety and health procedures and making recommendations to the Vice President for Administrative Services. The committee is responsible for reviewing safety and health procedures (including the emergency preparedness plan), monitoring and facilitating feedback on unsafe conditions, and recommending improvements.

The following responses from the 2014Faculty & Staff Accreditation Survey further demonstrate that MPC provides a safe and secure environment, but also identify an area of concern [IIIB1.6]:

- 94.7% believe that campus buildings provide a safe and healthy environment for work and learning.
- 97.4% feel safe on campus during the day, but only 61.1% responded that they feel safe at night.

Results from the Noel-Levitz Student Satisfaction Inventory (SSI) indicate both strengths and challenges (items with *high importance* ratings and relatively *low satisfaction* ratings) [IIIB1.7]:

Strengths (high importance, relatively high satisfaction):

- The campus is safe and secure for all students.
- It is an enjoyable experience to be a student on this campus.

Challenges (high importance, relatively low satisfaction):

- The amount of student parking space on campus is adequate.
- Parking lots are well lighted and secure.

The amount of student parking space on campus and the lighting and security available in parking lots were also listed as challenges in the 2009 implementation of the Noel-Levitz Student Satisfaction Inventory at MPC. While still challenges, student satisfaction related to parking space and lighting have increased since 2009. The Campus Security Department continues to make improvements in order to effectively ensure a safe and secure environment for all students and employees at all three College locations [IIIB1.5].

Conclusion: Monterey Peninsula College meets Standard III.B.1.

Evidence Cited:

IIIB1.1 SWACC Inspection Reports
  a. 2013-2014
  b. 2015-2016
IIIB1.2 Facilities Dept. Website
IIIB1.3 Campus Security Website
IIIB1.4 Annual Security Report, 2015
IIIB1.5 Campus Security Program Review
IIIB1.6 2014 Faculty and Staff Accreditation Survey
IIIB1.7 Noel-Levitz SSI Results: 2014 vs 2009
IIIB1.8 Emergency Action Guides
  a. Main Campus
  b. Marina Education Center
  c. Public Safety Training Center
IIIB1.9 Campus Safety Website
IIIB1.10 EOC Org Chart

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

- When planning for the acquisition, maintenance, upgrade, or replacement of physical resources, the College works through the components of its integrated planning processes (including program review and the Facilities Master Plan). This helps the College to ensure that plans support effective utilization of resources and continuing quality of instructional programs and support services [IIIB2.1 – IIIB2.3, IIIB2.6; see discussion of Program Review in Standard III.B.3].
- The College evaluates the safety and condition of its facilities annually. Results of these evaluations are used to plan ongoing maintenance, upgrades, and/or replacements [IIIB2.4 – IIIB2.5].
- The College supports a significant Distance Education program and accordingly supports that program through the Technology Plan and scheduled upgrade and replacement of equipment [IIIB2.3].

Analysis and Evaluation

The College uses components of the integrated planning process to plan for the acquisition, maintenance, upgrade, or replacement of physical resources, including facilities and equipment. Facilities and equipment are evaluated at the program level during program review, and as each unit establishes its annual program review update/action plan. Facilities and equipment needs, including new resources, maintenance requests, upgrades, and/or replacements, are identified through this process and discussed in through integrated planning and resource allocation processes. Equipment replacement is achieved through annual budgeting of equipment and the scheduled maintenance of existing equipment.

The Facilities Committee, a subcommittee of the College Council, provides input on the College's facilities needs and participates in planning and prioritization. The Facilities Committee also provides input on the Facilities Master Plan, with a particular focus on the scope of projects and allocation of bond funds. The committee recommends adjustments to the Facilities Master Plan reflecting recent bids, plan development, and facilities work on campus [IIIB2.6, IIIB2.7].

The College has also hired a program management firm (Kitchell) to assist with the overall management of the Facility Master Plan and its Implementation Plan. The firm's bond program management services include completion of the physical master plan, completion of implementation plan including interim housing, project schedules, budget, labor compliance, and

advice on best practices. A representative from the firm provides updates on the implementation plan to the Governing Board in open meetings.

The successful completion of Measure I funded projects incorporated long range planning and assessment of immediate needs for repair and upgrades to the District facilities. A project planning team was assigned to each campus construction project to assure effective use of resources and the continued quality necessary to support its programs and services and achieve its mission. Project teams included (a) a member of campus administration, (b) faculty and classified staff, (c) the construction project manager, and (d) the architect.

The recent completion of the Life Science building remodel serves as an example of how the building project team worked together to ensure that the college effectively uses its physical resources to support programs and services and achieve its mission. Because the existing building was being remodeled, the size of the space was fixed. Therefore, the project involved reconfiguring the existing space to meet the instructional needs of the division. A member of the Life Sciences faculty (who also served on the Facilities Committee represented the Life Science division on the building project team and served as a liaison between the division and the project management and architect. The liaison met regularly with the architect throughout the planning phases to provide insight on the needs of each instructional program in the division and the reconfiguration of the space. Division faculty and staff worked together to sketch plans for space. The faculty liaison for the project refined these plans with the help of project architects in order to maximize efficiency of instructional space while ensuring compliance with ADA and other regulations.

This collaboration led to several changes that support effective use of space and continuing instructional quality. For example:

- Faculty offices were moved from the interior of the building to a central space adjacent to the student study area, which provides students and faculty with greater access to each other.
- Where possible, hallways and incidental storage were reduced to regain space for instructional use.
- The size of the Life Sciences lecture hall was increased from 35 seats to 60.
- Capacity of instructional labs was increased to accommodate 24 students (up from 18 in some rooms).
- The cadaver lab was expanded to provide adequate space for hands-on instruction, and the ventilation system in this lab was redesigned with double airflow.
- Additional suites were added to the building, including a wheelchair accessible station in the dental assisting laboratory.
- Existing furniture and cabinets were reused where possible. Remaining fixtures were repurposed into the general classroom or other areas to extend the useful life. Additional custom cabinetry was constructed to meet the unique functional needs and specialized

equipment and resources of each area. The team worked to establish classroom configurations, including presentation and instructional technologies in every classroom.

In addition, faculty worked in partnership with the Monterey Bay Aquarium and Monterey Bay Aquarium Research Institute to design water tables and a circulation system for seawater in the biology lab. The resulting system allows faculty to keep sea creatures alive in the lab for special hands-on learning opportunities for students.

Each year, the College develops and submits a five-year scheduled maintenance plan to the Chancellor's Office. The College uses these documents to guide planning and help ensure that maintenance, upgrades, and/or replacement of physical resources provide support for the continuing quality of its programs and services. For example, scheduled maintenance in 2012-2013 included repair and repainting the exterior of the Physical Science and Theater buildings, upgrading exterior doors with panic bars, and beginning a project to re-key campus doors to a master key/lock system.

Consistent with its Institutional Goals, the College is currently finalizing a new Facilities Master Plan for 2016-2030 that will include updated program and safety needs for the College [IIIB2.8, see Goal 4, Objective 4]. Based on institutional need, projects may include those related to the Music Building, the Child Development Center, baseball field, and improvements to the Marina and Seaside centers. Projects will include a focus on resource and energy conversation, in an effort to promote sustainability.

When necessary, the College uses its MPC's Capital Outlay Budget to cover unexpected emergency maintenance or replacement of equipment. For example, in fall 2015, the College performed emergency repair of the rooftop HVAC ductwork system, which had oxidized and was causing significant internal leakage in the Library book stacks [IIIB2.9, p. 10]. The emergency repair prevented further damage to the library collection and physical space.

Routine maintenance occurs as necessary to maintain standard expectations of quality and safety. For example, the Facilities Department maintains the vehicles in the motor pool. All vehicles are serviced that the beginning of the semester, with regular maintenance and repair performed as needed throughout the semester. The Facilities Department keeps a logbook of all regular maintenance performed on vehicles in the College's motor pool to ensure that each vehicle remains roadworthy.

Conclusion: Monterey Peninsula College meets Standard III.B.2.

Evidence Cited

IIIB2.1 Integrated Planning Model
IIIB2.2 Facilities Master Plan
IIIB2.3 Technology Plan
IIIB2.4 SWACC Report

a. 2013-2014
b. 2015-2016

IIIB2.5 Facilities Inventory Report
IIIB2.6 Facilities Master Plan Update, Fall 2012
IIIB2.7 Facilities Committee Charge
IIIB2.8 Institutional Action Plan, see Goal 4 Objective 4
IIIB2.9 Board Meeting Minutes: 12/10/14 (see Item 15K, p. 10)

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

- To ensure that physical resources effectively support institutional programs and services, facilities, equipment, and supplies are assessed as part of Program Review process and through participatory governance committees [IIIB3.1 -- IIIB3.4].
- The College plans and evaluates its facilities and equipment through regular assessment tools including Facility Condition Assessment reports, Five-Year Maintenance Plans, and space utilization reports [IIIB3.5 – IIIB3.7].

Analysis and Evaluation

The College evaluates the effectiveness of its physical resources in supporting of institutional programs and services through several mechanisms. Program Review provides a framework for evaluation of facilities, equipment, and supplies at the program/unit level, allowing institutional programs and services to identify any physical needs [IIIB3.1a, section 4e; IIIB3.1b, section 4e; IIIB3.1c, section 3e; IIIB3.3a, p. 12; IIIB3.3b, p. 11; IIIB3.3c, p. 19]. The College considers any physical resource needs identified through program review and/or annual action plans during resource allocation and integrated planning processes [IIIB3.2].

Physical resources planning also occurs in College governance discussions. The Facilities Committee coordinates discussions of larger-scale facilities requests (e.g., remodeling, new construction), prioritizes and recommends minor Capital improvement and scheduled maintenance projects, as appropriate [IIIB3.4].

Data from Facilities Condition Assessment reports and five-year maintenance plans inform College-wide physical resources planning. In addition, the College examines scheduling data in conjunction with reports from the Facility Utilization, Space Inventory Options Net (FUSION) tool to monitor space utilization and support effective facilities planning [IIIB3.5, IIIB3.6]. These data are used to evaluate and monitor the use of classroom space and determine areas where space could be used more effectively [IIIB3.7].

Conclusion: Monterey Peninsula College meets Standard III.B.3.

Evidence Cited:

IIIB3.1 Program Review Templates
- a. Academic Affairs, Section 4e
- b. Administrative Services, Section 4e
- c. Student Services, Section 3e

IIIB3.2 Planning and Resource Allocation Process
IIIB3.3 Program Review Examples
- a. Nursing, p. 34
- b. Campus Security, p. 11
- c. Athletics, p. 19

IIIB3.4 Facilities Committee Charge
IIIB3.5 Facilities Condition Assessment Report
IIIB3.6 Sample Five-Year Maintenance Plan
IIIB3.7 Space Utilization Report

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

- The 2005-2025 Facilities Master Plan contains long-range planning information to support discussion of emergent institutional and program needs through the integrated planning process [IIIB4.1, IIIB4.2, IIIB4.3].

Analysis and Evaluation

The College develops long-range capital plans using multiple measures of assessment and input from all programs. The Facilities Master Plan contains long-range planning to meet the needs of all programs through the integrated planning process [IIIB4.1, IIIB4.2]. New facilities are planned to replace aging buildings and to provide new space for expanding programs [IIIB4.3a, IIIB4.3b]. The College considers the needs of programs long-term but also develops new space with an eye to flexibility in how that space can be used or modified in the future.

The College considers Total Cost of Ownership carefully when proposing renovation or new construction of facilities. Considerations of total cost of ownership include the College's goal to achieve the greatest level of sustainability, consistent with MPC's proposed sustainability policy [IIIB4.4]. The College negotiates project budgets based on realistic cost of ownership, and these budgets include Total Cost of Ownership considerations. Detailed project updates are presented to the Governing Board [e.g., IIIB4.5].

In its 2014-2020 Institutional Goals, the College established several objectives related to revising the current facilities plan [IIIB4.6, see Goal 4.4]. The 2016-2030 Facilities Master Plan is under development with the 2016 Education Master Plan to ensure that long-range facilities planning is consistent with and supports strategic plans and objectives that will be outlined in that document [IIIB4.7]. Five-year Construction Plans also help ensure that the College's long-term plans

support institutional improvement goals. For example, the 2016-2020 Construction Plan reflects campus-specific plan for capital outlay over the next five years, based on the results of updates to the Facilities Master Plan and the budget approved by the Governing Board [IIIB4.8].

Conclusion: Monterey Peninsula College meets Standard III.B.4.

Evidence Cited:

IIIB4.1 Facilities Master Plan
IIIB4.2 Integrated Planning Model
IIIB4.3 Facilities Master Plan Progress Update
  a. 2012
  b. 2013
IIIB4.4 Draft Board Policy 3260: Sustainability
IIIB4.5 Sample Project Update: Board Minutes, 8/13, p. 7
IIIB4.6 Institutional Action Plan, see Goal 4, Objective 4
IIIB4.7 Facilities Committee Planning Agenda
IIIB4.8 Five-Year Construction Plan (2016-2020)

Standard III.C: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

- The College has structured leadership, oversight, maintenance, and planning for campus technology to ensure that services, support, facilities, hardware, and software adequately support student learning programs and services [IIIC1.1, IIIC1.4 – IIIC1.5].
- Faculty, staff, and students participate in leadership and planning for to ensure that technology resources support College operations, programs, and services [IIIC1.2, IIIC1.3]
- Information Services staff have established a standard to ensure technology hardware purchases support operational functions and student learning programs and services [IIIC1.14].
- The College evaluates the adequacy and appropriateness of its technology resources through program review and annual action plans, as well as through its three-year Technology Plan [IIIC1.13, IIIC1.16].

Analysis and Evaluation

Monterey Peninsula College is committed to providing students, faculty, and staff with stable, effective technology as a means of supporting student learning programs and services. Leadership and oversight for campus technology is shared by (1) a Director of Information Systems with responsibility for campus technology infrastructure and systems and, (2) an Associate Dean of Instructional Technology with responsibility for the campus Instructional Technology Center and online instruction [IIIC1.1]. Faculty, staff, and students participate in leadership and planning for both areas through service on the Technology Committee and Instructional Committee on Distance Education [IIIC1.2, IIIC1.3]. This structure helps the College ensure that technology resources support College operations, programs, and services.

Technology Services & Professional Support

Information Services operations at MPC encompasses two departments: (1) Media Services and Reprographics, and (2) Information Technology (IT); the Information Technology department also houses the Systems & Programming unit and the Network & Communications unit [IIIC1.4]. Personnel in Information Services and Instructional Technology collaborate to ensure adequate and appropriate services and professional support for faculty, staff, and students. Each department/unit's primary functions are described below.

Media Services & Reprographics

MPC's A/V Media Technician provides support for the setup, maintenance, and operations of smart classrooms; ensures the availability and proper setup of A/V technology for meetings and special events across campus; and provides training for faculty and staff as necessary. A Reprographics Technician coordinates operations of MPC's print shop and provides related services to support the reproduction of printed materials [IIIC1.5a, IIIC15.b].

Information Technology

Technical and Desktop Support

The Information Technology department provides technical support to faculty, staff, and students through multiple sources across campus. Information Technology Support Technicians from the IT department provide desktop support to faculty and staff across the district [IIIC1.5c]. Many instructional divisions also have Instructional Technology Specialists who provide direct support to faculty, staff, and students for the setup, maintenance, and operation of computer labs, smart classrooms, and other instructional technology specific to their assigned division [IIIC1.5d]. Since MPC's last accreditation site visit, an Instructional Technology Specialist has been assigned to assist with technology needs at the Education Center at Marina. In addition, based on growth in the use of MPC's learning management system for face-to-face and online courses, a full-time Online Instructional Technology Specialist has been hired to provide support to online faculty and students [IIIC1.5e].

Systems & Programming

Lead by the Systems & Programming Manager, MPC's Programmer/Analysts provide support to ensure operation, maintenance, upgrades, proper use of MPC's Student Information System (SIS) and integration with external systems including the Open CCC Apply, Moodle (the campus learning management system), the Financial Aid Management System, and other campus services [IIIC1.5f, IIIC1.5g].

Network & Communication Infrastructure

MPC's Network Engineers setup, maintain, operate, and ensure access to College networks and systems; monitor for potential network and system problems and implement corrective measures; and provide training and support for network system users [IIIC1.5h].

Instructional Technology

MPC's Instructional Technology Center staff provide assistance to faculty and students on the use of technologies related to online instruction. In addition to technical support, the Online Instructional Technology Specialist and Faculty Coordinator for Distance Education provide one-on-one consulting, curriculum design assistance, and training to faculty.

Since MPC's last accreditation cycle, web-based help desk solutions have been implemented to streamline requests for professional support in all areas above and enable greater degrees of tracking and analysis of campus technology support needs. The MPC Online Support Team implemented a system called Freshdesk to provide support resources for faculty and students, as

well as manage all requests for technical support related to online instruction at the College [IIIC1.6]. The IT Direct module of the SchoolDude system has been implemented by the Information Systems department to track and monitor requests for faculty and staff [IIIC1.7].

Technology Facilities

MPC provides faculty, staff, and students with access to technology resources on and off campus through a variety of technology facilities including computer labs, smart classrooms, and offices.

The Information Services department office is located in the campus administration building on the main campus in Monterey. Located within the department office is MPC's data center which houses most of MPC's primary information system servers and is configured with clustered services, redundant database systems, fire suppression gas, and paired air cooling systems to ensure that systems and information is safe and secure.

In November 2002 MPC's bond measure, Measure I, was approved by the voters to fund $145 million for facility improvements. Among the improvements made since MPC's last accreditation visit were upgrades to network infrastructure including updating the fiber optic campus network backbone and replacement or reconfiguration of core network infrastructure in buildings across campus. In addition, new computer labs were established in the Business & Technology Division and Access Resource Center. The bond measure also funded the establishment of new campus centers in Marina and Seaside and installation of technology and network infrastructure to support teaching and learning at both sites [IIIC1.8]. The construction and technology improvements made as a result of the bond measure provided major upgrades to MPC's classroom environment and the academic programs that populate the remodeled buildings and campus centers.

The network on the main MPC campus in Monterey has a 10 Gigabit fiber optic backbone and 1Gbps connection to the Internet. The Education Center at Marina and Public Safety Training Center in Seaside each have 100 Mbps Internet connections. Wi-Fi access is available throughout most parts of the main campus in Monterey, at the Education Center at Marina, and the Public Safety Training Centers. Wi-Fi has been reconfigured and enhanced in high use areas on the main campus in Monterey, including the lecture forums, library, and student center. Additional areas for improvements on the main campus and at both centers have been identified, and improvements will be implemented as funds for the project are identified. A student survey on campus technology shows that improving wireless access is the biggest priority for students [IIIC1.9, p.48]. The College recognizes that more robust wireless solutions need to be implemented as the use of mobile devices and portable computers continues to increase across all campus locations.

Hardware & Software

The Information Technology department supports the acquisition, installation, and use of technology hardware and software across campus. MPC has established campus standard

computer systems and platforms that guide the purchase and implementation of new systems across campus [IIIC1.10]. Where necessary, the Information Technology department works with Division Instructional Technology Specialists to plan and implement non-standard hardware and software that supports specific instructional programs on campus.

The main campus in Monterey has 92 classrooms and labs, 71 of which are outfitted with presentation technology systems including computers, projection systems, document cameras, DVD/Blu-ray players, as well as other technology appropriate for specific disciplines using the classroom or lab. In addition, there are nine computer labs on campus, including open lab space on all three floors of the Library Technology Center. Each classroom at the Education Center in Marina is outfitted with similar presentation technology and there is one fixed computer lab and one mobile laptop lab for use by faculty and students. Seven of the eight classrooms at the Public Safety Training Center are outfitted with presentation technology systems.

Results from the 2014 Noel-Levitz Student Satisfaction Inventory (SSI) indicate that students feel that "computer labs are adequate and accessible" (overall satisfaction rating of 5.54 out of 7), which indicates that students feel fairly satisfied with computer labs at Monterey Peninsula College. This rating is lower than it was in 2009 (5.75 out of 7), and lower than the national average (5.73 out of 7) [IIIC1.11]. The College expanded hours of the library (which houses the largest open computer lab) in summer 2015 and fall 2015; although the change was minimal (15 additional minutes in the morning), student survey data indicated that this would allow them to access the computers prior to early morning classes [IIIC1.12]. This small change has improved availability and accessibility of labs somewhat.

Among the software systems managed by the Information Systems department is the campus Student Information System (SIS). MPC is one of only two members remaining in a consortium led by Santa Rosa Junior College who developed and maintains SIS. Through its participatory governance process, MPC faculty, staff, and administration have begun discussing the limitations of the SIS system and the need to migrate to a more robust Enterprise Resource Planning (ERP) system that will better meet MPC's current and future needs (see QFE Action Project #3).

Evaluating Technology Resources

The College evaluates the adequacy and appropriateness of its technology resources as it prepares its three-year Technology Plan, as well as through program review and annual action plans. The Technology Plan includes specific actions planned to remediate gaps uncovered during the assessment of resources to ensure that technology resources are adequate and appropriate. Program review and annual action plan processes allow divisions and departments across campus continually assess the appropriateness of technology to meet their needs through program review and annual action plans [IIIC1.13a, IIIC1.13.b]. This process allows divisions and departments to request new, updated, or replacement technology resources in support of program review improvement plans as needs arise. Requests included on Annual Action Plans are considered during MPC's annual planning and resource allocation process.

The College also uses external consulting services as appropriate to assist with assessing campus technology infrastructure and implementing technology systems or projects that requires specialized knowledge beyond that of existing staff. For example, the College has hired external consultants for specific initiatives including conducting a campus-wide Wi-Fi analysis, managing the campus Website redesign project, redesign and implementation of virtual desktop infrastructure, and implementation of Google Apps for Education.

The following responses from the Accreditation Faculty and Staff Survey 2014 further demonstrate that MPC provides adequate technology services, professional support, facilities, hardware, and software [IIIC1.14]:

- 77.7% of faculty and staff somewhat agree or strongly agree that the technology at MPC enhances teaching and achievement of student learning.
- 87.1% of faculty and staff somewhat agree or strongly agree that information technology personnel are knowledgeable and helpful.

Conclusion: Monterey Peninsula College meets Standard III.C.1**.**

Evidence Cited

IIIC1.1 Technology Restructuring Proposal
IIIC1.2 Technology Committee Bylaws
IIIC1.3 ICDE Bylaws
IIIC1.4 Information Services Organization Chart
IIIC1.5 Technology Support Position Descriptions
  a. A/V Media Technician
  b. Reprographics Technician
  c. Information Technology Support Technician
  d. Instructional Technology Specialist
  e. Online Instructional Technology Specialist
  f. Systems & Programming Manager
  g. Programmer/Analyst
  h. Network Engineer Job Description
IIIC1.6 MPC Online Helpdesk Report
IIIC1.7 IT Helpdesk Form
IIIC1.8 MPC Ford Ord Center Physical Master Plan
IIIC1.9 2013-2016 Technology Plan, p.48
IIIC1.10 Campus IT Standard
IIIC1.11 Noel-Levitz SSI Results: 2014 vs 2009
IIIC1.12 Library Hours Survey
IIIC1.13 Program Review Annual Action Plan Update Reports
  a. 2013-2014
  b. 2014-2015
IIIC1.14 2014 Faculty and Staff Accreditation Survey

III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

- Evidence of the College's continuous planning for technology updates and replacement can be seen in institutional planning documents such as the Education Master Plan, Technology Plan, MPC Online Strategic Goals, Physical Plant & Instructional Support Plan [IIIC2.1, IIIC2.3, IIIC2.6, IIIC2.8].
- College planning structures, including program review and the annual resource allocation process, ensure that technology planning and improvements support the mission, operations, programs, and services of the institution [IIIC2.3, IIIC2.7].

Analysis and Evaluation

As part of MPC's Annual Planning and Resource Allocation Process, divisions and departments complete a comprehensive program review every six years to document program accomplishments, goals, and emerging needs—including technology resources—that support student learning, programs, operations, and services. Annual program review updates and action plans allow departments to request technology updates or replacements that emerge between program reviews. The College uses annual action plans for resource allocation planning and ongoing monitoring of its technological infrastructure in order to ensure that technology resources are adequate to support the mission, operations, programs, and services of the College.

The Education Master Plan guides technology planning through the inclusion of an institutional goal to "Establish and maintain effective infrastructure to promote student learning and achievement" as well as strategic initiatives for technology sustainability and the growth and development of distance education [IIIC2.1, see esp. Appendices G & F].

The Strategic Initiative for Technology Sustainability provides a framework for continuous planning, updating, and replacement of technology to support MPC's mission, operations, programs, and services. Additionally, in 2012, MPC adopted an institutional goal that stated the following:

> MPC will maintain and strengthen instructional and institutional technology:
> - Develop a long-term funding plan to meet technology needs.
> - Conduct a broad-based review of 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.

The strategic initiative prompted a review of leadership and management of campus technology. After the review, the College divided the position of Dean of Technology into two distinct positions: a Director of Information Services to oversee Information Services operations, and an Associate Dean of Instructional Technology to oversee the campus Instructional Technology Center and online instruction [IIIC3.2]. With both positions in place, the campus moved forward in addressing widespread technology needs and planning for future developments as outlined in the 2013-2016 Technology Plan [IIIC2.3]. Under the leadership of the Director of Information Systems, and in collaboration with the Technology Committee, the plan was informed by input from faculty, staff, and students; extensive review by shared governance groups across campus; analysis from outside consultants; and direct feedback from technical staff across campus. The plan identifies strategic technology initiatives to update, maintain, and replace existing technology and technology infrastructure under the following goals:

- **Goal 1: Academic Accessibility and Access:** Provide students with access to classes, services, and support with a focus on their overall academic success.
- **Goal 2: Communication and Collaboration:** Provide students, faculty, and staff to proven technology that enhances communication and collaboration.
- **Goal 3: Technology Infrastructure:** The College technology infrastructure needs to be enhanced and supported to provide the tools and resources for institutional needs.
- **Goal 4: Institutional Information Management:** Faculty and staff will have access to College information systems that facilitate storage, retrieval, analysis, and reporting of institutional information.

The Technology Committee reviews the Technology Master Plan initiatives regularly. This review, along with the institutional action plan, helps to guide decision making for campus-wide technology resource allocation including infrastructure, information systems, policies, and practice [IIIC2.4]. In fall 2015, the Technology Committee continued review of planned initiatives and kicked off discussions about establishing the 2016-2019 Technology Plan [IIIC2.5].

The Strategic Initiative for the Growth and Development of MPC Online provides an additional framework for continuous planning, updating, and replacement of instructional technology to support MPC's mission, operations, programs, and services. Since 2012, the Institutional Committee on Distance Education (ICDE) has established annual strategic goals to guide the growth and development of online courses and programs as well as guide the support and use of the campus learning management system for delivering instruction at MPC [IIIC2.6]. The 2015-2016 MPC Online Working Goals include the following six priorities:

- **Goal 1: Student Support & Success:** Provide resources to support the enrollment, retention, and success of students using MPC Online.

- **Goal 2: Faculty Support & Resources:** Provide support for faculty and staff to design and teach high quality online courses.
- **Goal 3: Faculty Training:** Provide resources for faculty and staff in developing knowledge and skills necessary to design and teach high quality online courses.
- **Goal 4: Technology/Systems:** Provide technical resources (Learning Management System and related Instructional Technologies), network infrastructure, and access to reliably support and deliver online learning at MPC.
- **Goal 5: DE Program Development & Growth:** Expand MPC's current online program and course offerings to meet the needs of students seeking to complete general education, obtain certificates and/or associate degrees, and build knowledge and skills.
- **Goal 6: Compliance:** Ensure that program requirements, documents, and resources meet local, state, and federal guidelines and regulations that apply to distance education in California Community Colleges.

These goals drive planning, including planning for refreshment of technology and systems, for MPC Online.

Technology Updates and Refreshment

Division and department action plans and annual action plan updates serve to help prioritize requests for technology updates and refreshment necessary to ensure technological infrastructure, quality, and capacity are adequate to support the College mission, operations, programs, and services. When funds are available, the action plans are the basis for *Instructional Equipment and Needs Fund Requests* made through the Academic Affairs Advisory Group (AAAG) and Student Services Advisory Group (SSAG). Requests for instructional equipment require explanation of how the equipment supports student learning and references specific SLOs, program reflection, and program review as appropriate [IIIC2.7]. The Information Services department evaluates requests made through AAAG and SSAG and, where possible, combines requests to ensure compatibility with existing campus technology infrastructure and standards.

During the 2014-2015 academic year, the annual action plans were used to prioritize technology needs to inform MPC's 5-year Physical Plant and Instructional Support plan [IIIC2.8]. The funds allowed the district to invest in the following infrastructure upgrades to support campus instructional programs and services during the first year of the plan:

1) Refresh of computer labs on the main campus in Monterey and the Education Center in Marina.
2) Purchase mobile devices for use in the Computer Science program.
3) Purchase equipment to support video recording of course lectures for online and in-class use.
4) Replace computers in the Library.
5) Purchase new software and devices for instructional programs.
6) Purchase new projector systems and smart classroom equipment for campus classrooms

Additional planned technology updates and refreshment will occur over the remaining four years of the plan.

For several years, the College has lacked dedicated funds for technology upgrades and replacement. However, it has been able to make use of end-of-year savings and one-time funds from a variety of sources to update and replace technology to maintain technological infrastructure, quality, and capacity to support its mission, operations, programs, and services. Funding sources include Perkins Grants, Physical Plant and Instructional Support funds, and MPC Foundation and block grant funds. During spring 2013, the Technology Committee made a recommendation to College Council for the use of $300,000 in one-time funds to invest in infrastructure upgrades, including:

- **MPC Website Upgrade:** The College website (www.mpc.edu) serves as the primary source of information about MPC's programs and services for students, employees, and the community. Ongoing discussions with the Academic Senate and other governance groups, along with surveys of staff, faculty, and students confirmed the need for an updated campus website. Using one-time funds, MPC contracted with a third party-vendor to redesign the website and hired a one-time project consultant to oversee the project [IIIC2.9]. The new website launched August 2014 with a much more student centered organization structure, updated content, and modern technology platform to meet the needs of students. The campus is currently discussing options for establishing a webmaster position to provide continued support for the campus website and its users.
- **Campus Networking Infrastructure Improvements:** Providing reliable Wi-Fi in locations across all campuses has been a challenge for the College. New networking technology was included in building renovations that resulted from the 2002 facility improvement bond passed by voters. However, incremental addition of updated networking infrastructure and addition of Wi-Fi appliances has led to inconsistent coverage and many network appliances across the College are approaching their end of life. The College engaged third party evaluations of its network infrastructure, and used the evaluations to prioritize improvements to Wi-Fi access in high use areas (e.g., campus Lecture Forums, Library and Technology Center) to provide support for student learning [IIIC2.10]. Additional efforts to improve campus Wi-Fi access—including the development of a comprehensive wireless access plan—are in process as of fall 2015.

The College recognizes the need for stable funding sources in order to more effectively support planning for, updating, and replacing technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Beginning with the 2015-2016 budget, the College has designated $200,000 in funds for technology replacement. In addition, the budget includes $175,000 for activities related to planning for replacement of the College's current student information system with a full-featured Enterprise Resource Planning (ERP) system. MPC currently uses the Santa Rosa Student

Information System in place of an ERP. Santa Rosa Junior College has given MPC notice that it has begun the process of evaluating replacement systems with the intent to move away from the Santa Rosa SIS. In response, MPC has begun planning for necessary technology and infrastructure improvements to support the implementation of a new ERP, including a Business Process Analysis of campus procedures to determine needs (see QFE Project #3). As of fall 2015, the College is investigating funding sources to support the transition.

The following responses from the Accreditation Faculty and Staff Survey 2014 [IIIC2.10] demonstrate that MPC plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services but also raises two areas of concern:

- 74.1% of faculty and staff somewhat agree or strongly agree that they have adequate technology to meet their work needs.
- Only 44.2% of faculty and staff somewhat agree or strongly agree that the institution bases its technology decisions on the needs of programs and services, research, and operational systems.
- Only 44.2% of faculty and staff somewhat agree or strongly agree that MPC technology planning is integrated with institutional planning.

During the institutional self-evaluation, the College determined that the Program Review Annual Update/Action Plan process would be more effective if categories of need (e.g., instructional; facilities; technology; staffing) could be sorted more easily. Currently, the process involves a manual review of the form submitted by each department. To facilitate improvement in this area, the College will move the Program Review Annual Update/Action Plan into TracDat (see QFE Action Project #2). The ability to quickly sort requests by category of need will greatly improve the effectiveness of College technology planning.

Conclusion: Monterey Peninsula College meets Standard III.C.2.

Evidence Cited

IIIC2.1 Education Master Plan
IIIC2.2 Technology Restructuring Proposal
IIIC2.3 2013-2016 Technology Plan
IIIC2.4 Technology Committee Minutes: 5/1/15, 5/8/15, 5/22/15
IIIC2.5 Technology Committee Minutes: 9/18/15
IIIC2.6 MPC Online Working Goals (2012-2013 – 2015-2016)
IIIC2.7 Sample Program Review Annual Action Plans, 2014-2015
IIIC2.8 Physical Plant & Instructional Support Plan, 2014-2015
IIIC2.9 Website Redesign Project Timeline
IIIC2.10 Network Infrastructure Evaluations
IIIC2.11 2014 Faculty and Staff Accreditation Survey

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

- The College provides technology resources at all locations where courses, programs, and services are offered, including online [IIIC3.1].
- MPC's Technology Plan describes the state of campus technology implementations, including aspects of access, safety, and security, and outlines the strategic operational direction, goals, and objectives for technology applications over the period of 2013-2016 [IIIC3.2]

Analysis and Evaluation

The College provides reliable, safe, and secure access to technology resources at all locations where courses are taught, including the main campus in Monterey, the Education Center in Marina, the Public Safety Training Center in Seaside, and MPC Online [IIIC3.1]. Information Services staff maintain hardware and software at all locations, as described in Standard III.C.1.

MPC's centralized technology systems provide benefits of data center reliability, network monitoring, centralized virus scanning, and backup procedures to all locations. Data backups are performed on a routine basis. MPC's data center, which serves all locations, has been equipped with fire suppression gas, paired air-cooling systems, and clustered servers for redundancy of database systems. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. The uninterruptible power supply unit and generator system provide limited but extended services during a power outage. The data center is locked and entry controlled. With construction from the 2002 bond measure, buildings have been rewired with CAT 6, switches and UPS devices have been updated, and the fiber optic campus backbone has been upgraded.

A network audit was performed during the fall 2013 semester by an outside vendor looking for vulnerabilities [IIIC3.2, p. 59]. The recommendations were prioritized and the Information Services department has resolved critical issues and incorporated remaining issues into the 2013-2016 Technology Plan initiatives, which are in progress as of fall 2015. Examples of improvements made include a requirement to use complex passwords and use of secure SSH in place of Telnet access. The network audit and remediation show that the network infrastructure is sound and secure. Where network equipment was aging, it has been replaced (e.g., LTC switches, fiber backbone). Appropriate backups and skilled IT personnel allow quick and effective recovery from any problems that arise.

Monitoring software lets Information Services staff proactively identify network concerns. Information Services staff can identify devices that are beginning to fail and replace them before they fail completely. Similarly, this software allows faster diagnosis of network outages and

reduction of downtime [IIIC3.3]. Although the network is reliable, there have been occasional outages. An overheating event in the network data center in 2014 led to a review of all related systems. Information Services staff created a remediation plan [IIIC3.4] and implementation of the plan is in process as of fall 2015.

Campus personnel, including the Audio/Visual technician, Instructional Support Technicians, and Instructional Technology Specialists, maintain technology in classrooms. A support structure is in place so that faculty and staff can request assistance with resolving issues that arise in the classroom through a centralized help desk system.

Historically, WebReg, Email/Intranet, and MPC Online have each had their own username & password, which has been cumbersome for students and personnel. To address this issue, MPC is implementing a common authentication system with anticipated launch in spring 2016 in order to provide a single username & password for access each service. The authentication system will provide easier access and improved security. In addition, MPC is in the process of transitioning to hosted email from Google for Education (also scheduled for launch in spring 2016). This transition will serve to further increase reliability as the College benefits from secure and reliable access to Google's cloud-based products and resources.

Conclusion: Monterey Peninsula College meets this Standard III.C.3.

Evidence Cited

IIIC3.1 IT Inventory Report
IIIC3.2 2013-2016 Technology Plan
IIIC3.3 Sample System Uptime Report
IIIC3.4 Draft Remediation Plan

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

- MPC's Information Services department, MPC Online Support Team, and Instructional Technology Specialists across campus collaborate to provide instruction and support for all personnel related to the effective use of technology systems related to programs, services, and operations [IIIC4.1 – IIIC4.10, IIIC4.12 – IIIC4.13].

Analysis and Evaluation

The College provides general technology instruction and support for faculty, staff, and administrators through 1) quick access to individual support for immediate needs; 2) appointments or drop-in options for support and instruction; and 3) group training sessions. Specifically:

- Instruction and support for general campus systems including the Student Information System (SIS), CurricUNET, email, and network access is provided through one-on-one assistance with designated support personnel. Additional support resources for each system—including user guides and FAQs—are available online [e.g., IIIC4.1, IIIC4.2, IIIC4.3].
- Flex day events include technology workshops on topics relevant to college personnel. Recent workshop topics include Presentation Software, Using the HR Online Hiring System, Technology Tips & Tricks, More Tips & Tricks for Using Your Computer, Using the MPC IT/AV Helpdesk, and Ergonomics [IIIC4.4].
- MPC Online Support staff provide training and support for faculty teaching online courses through formal online training, informal "Coffee & Conversation" workshops, one-on-one instruction, and online tutorials [IIIC4.5, IIIC4.6, IIIC4.7].
- Individual and group instruction and support have been available regularly to assist in learning to update the website [IIIC4.8].
- For specific questions, faculty, staff and administrators can use the online IT & AV Help Desk system [IIIC4.9] and the MPC Online Support request form [IIIC4.10] to request assistance.

Results from the 2014 Faculty and Staff Accreditation Survey show that a strong majority feel that a) MPC Online support, training, and professional development are sufficient to support their work; b) MPC provides quality training in the use of technology; and c) IT personnel are knowledgeable and helpful [IIIC4.11].

Instruction and Support for Students

The College provides general technology instruction and support to students in the following ways:

- Drop-in one-on-one support is available at the Library Reference Desk for general technology questions related to use of computers in the open lab.
- Discipline-specific Instructional Technology Specialists are available to support students in the Business & Technology division, English Study Skills Center, Reading Center, Humanities division, Social Science division, the Library, Life Science division, and the School of Nursing.
- E-mail assistance with specific sites including WebReg, Financial Aid, and Counseling is available from student support departments across campus. Contact information for each department is listed on department websites.
- An online help desk is available for students using MPC Online for online or web-enhanced courses. The online help desk contains tutorials, email, and live-chat support options [IIIC4.12].
- The Access Resource Center provides technology training specifically designed for students with disabilities [IIIC4.13].

The MPC Online Support Team routinely evaluates and improves MPC Online using student feedback. Each of the online tutorials has an option for students to indicate whether the tutorial was helpful. Those that are deemed less helpful are redesigned. In addition, online help desk reports indicate the number and type of support request received, which helps the MPC Online Support Team determine areas of additional need [IIIC4.14].

MPC recognizes that regular, ongoing training and support increases the success with which faculty, staff, administrators, and students use technology systems related to College programs, services, and institutional operations, particularly as new technologies emerge. The College plans a Google Apps for Education implementation in spring 2016, which will include strong training and support components.

Conclusion: Monterey Peninsula College meets Standard III.C.4.

Evidence Cited

IIIC4.1 One-on-One Support Request Form
IIIC4.2 CurricUNET User Guides
IIIC4.3 MyMPC Techopedia
IIIC4.4 Flex Day Schedules
IIIC4.5 MPC Online Professional Development, Fall 2015
IIIC4.6 COTL and Coffee Chat Calendar, Spring 2015
IIIC4.7 MPC Online Faculty Support Web pages
IIIC4.8 Initial Website Training Schedule
IIIC4.9 IT HelpDesk Guide
IIIC4.10 MPC Online Support Request Form
IIIC4.11 2014 Faculty and Staff Accreditation Survey, Standard II: items 8-9, Standard III, items 2 & 6
IIIC4.12 MPC Online Student Support Web pages
IIIC4.13 ARC Website
IIIC4.14 MPC Online Support Requests Report

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Evidence of Meeting the Standard

- The College has established Board Policies guiding the appropriate use of technology [IIIC5.1 – IIIC5.5].
- The College publishes guidelines for the acceptable use of technology in teaching and learning processes in the Technology Plan, Faculty Handbook, and support resources for online teaching and learning [IIIC5.6 – IIIC5.10].

Analysis and Evaluation

College Board Policies guiding appropriate use of technology include:

- Board Policy 2150: Inventory of College Property [IIIC5.1]

- Board Policy 2155: College Resources [IIIC5.2]
- Board Policy 2163: Electronic Mail Policy [IIIC5.3]
- Board Policy 2164: Electronic Mail Code of Practice [IIIC5.4]
- Board Policy 2225: Use of Copyright Materials [IIIC5.5]

As discussed in Standard IV.C.7, the College is in the process transitioning its Board Policies to CCC League's recommended board policy and administrative procedure language where applicable. In fall 2015, the office of the Vice President of Administrative Services began a review of board policies related to business services, including Information Technology. All policies related to technology and will be reviewed (and updated, if necessary) as part of this transition.

Guidelines for the acceptable use of technology in teaching and learning processes can also be found in the College's Technology Plan, Faculty Handbook, and support resources for online teaching and learning. The 2013-2016 Technology Plan introduced a new Computer and Network Acceptable Use Agreement (AUA) and a Service Level Agreement, which defines service levels provided to the College, identifies customer expectations, and outlines services provided by MPC Information Technology (IT) staff [IIIC5.6, IIIC5.7, IIIC5.8, p. 47].

The MPC Faculty Handbook includes guidelines and expectations for faculty use of technology [IIIC5.9]. The Faculty Handbook is updated annually to ensure that these guidelines are current. Technology use is addressed in sections on:

- Library and Technology Center
- Media Services – Audio-Visual
- Network and Email Support
- Online Teaching Guidelines
  - Accessibility - ADA Compliance (Section 508)
  - Copyright & Fair Use
  - Regular & Effective Contact in Online Courses
- Use of Computer Equipment
- Use of Personal Equipment on Campus
- Website Support

To guide the use of Technology in online teaching and learning, a subcommittee of the Academic Senate and Institutional Committee on Distance Education worked to create the document "Effective Strategies for Online Teaching & Learning" [IIIC5.10]. The document guides instructors in translating characteristics of high quality teaching and learning into the online environment (including both fully online and web-enhanced face-to-face courses). These effective strategies also serve as a guide for student and faculty support, distance education planning, and professional development.

Conclusion: Monterey Peninsula College meets the Standard III.C.5

Evidence Cited

IIIC5.1 Board Policy 2150: Inventory of College Property
IIIC5.2 Board Policy 2155: College Resources
IIIC5.3 Board Policy 2163: Electronic Mail Policy
IIIC5.4 Board Policy 2164: Electronic Mail Code of Practice
IIIC5.5 Board Policy 2225: Use of Copyright Materials
IIIC5.6 2013-2016 Technology Plan
IIIC5.7 Computer and Network Acceptable Use Agreement (AUA)
IIIC5.8 Information Systems Service Level Agreement (see p. 47)
IIIC5.9 2015-2016 Faculty Handbook
IIIC5.10 Effective Strategies for Online Teaching and Learning

Standard III.D – Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard:

- Monterey Peninsula College has allocated sufficient resources to support student learning programs and services [IIID3.1, IIID1.3, IIID1.4].
- Collaborative planning processes, including processes for annual planning and resource allocation budget development, ensure timely development, maintenance, allocation, and reallocation of resources in support of programs and services [IIID1.5, IIID1.6, IIID1.11].
- The College plans and manages its financial affairs with sustainability of resources and improved institutional effectiveness in mind [IIID1.2, IIID1.14]

Analysis and Evaluation

Monterey Peninsula College has allocated sufficient resources to support student learning programs and services [IIID3.1a, IIID3.1b, IIID3.1c]. To improve institutional effectiveness, the College distributes resources through the planning and resource allocation process, and manages its affairs with integrity and in a manner that ensures fiscal stability. However, improvements to long-range planning processes are needed to address a structural deficit and ensure sustainability of resources needed to support programs and services.

MPC has identified a structural deficit in the Unrestricted General Fund beginning fiscal year 2011-2012. Since that budget year, the use of financial reserves has allowed the College to operate during times of fiscal uncertainty at the State level. The College discussed the need to reduce the structural deficit and balance the budget for the 2015-2016 fiscal year using a combination of strategies, however, the use of one-time funds will be necessary until significant enrollment and cost containment plans are implemented. The partial restoration of Full time Equivalent Students (FTES) during stability funding from the state has allowed the College to address the restoration of some budgets that have been cut during the past several years. In addition, the College is working to improve institutional effectiveness by strengthening linkages between planning and budgeting and resource allocation. The College has closely monitored its expenditures, reducing expenses where possible. For the 2015-2016 fiscal year, the College used one-time funds to adopt a balanced budget. In prior years, the College made significant transfers to the general fund from other funds (e.g., Self-Insurance fund balance) to balance its budget. The College recognizes that this is not sustainable. The College has discussed taking steps to

move away from this practice through multi-year modeling and projections that reflect assumptions about revenue and expenses [IIID1.2].

Primary financial activities for day-to-day operating revenues and expenses occur in the College's general fund, which is separated into unrestricted and restricted funds. The largest source of unrestricted revenue (92 percent or $33,328,898 in 2014-2015) is based on actual College student enrollments [IIID1.3].

Another source of significant income to the College stems from a local Proposition 39 facility bond, Measure I, which passed in 2002. The $145 million provided through this bond has allowed the College to improve its facilities and infrastructure, thus enhancing its student learning programs and student services State capital outlay funding (over $26.8 million) has further supplemented bond funds. Expenditure of these funds is recorded in the Building Fund and Capital Projects funds [IIID1.4].

The College determines resource distribution through its annual planning and resource allocation process [IIID1.5; see also Standard I.B.9]. At the beginning of the spring semester, all units complete Program Review updates/Action plans to specify the budget-dependent actions necessary to support student learning and achievement and forward progress toward unit goals. The vice presidents of each area review the action plans and their advisory groups and share preliminary priorities for resource allocation with College Council. The Vice Presidents continue to refine priorities for their areas throughout the spring, as budget development continues. At the same time, the Budget Committee works with the Vice President of Administrative Services to affirm the College's revenue assumptions based on the Governor's Budget Proposal and begin budget development.

After the Governor's May Revise, the College Vice President (Chief Business Officer) provides an informational report to the Budget Committee affirming revenue assumptions, changes projected in the May Revise, and any other adjustments made to the tentative budget for expenditures. Using this information, the College Council considers the advisory groups' prioritized action plans, and, based on resources available and effectiveness toward meeting institutional goals and objectives, recommends items for possible inclusion in the College's budget to the Superintendent/President. The Superintendent/President considers the recommendations of the College Council and recommends the final budget to the Board of Trustees for approval [IIID1.6].

Throughout the process, the Superintendent/President and Vice President of Administrative Services provide monthly budget updates to the Board [IIID1.7a, p. 7; IIID1.7b, p. 8; IIID1.7c, p. 6]. In spring 2015, the Superintendent/President began a series of budget forums for all staff to further campus-wide understanding of the College's budget and the general budgeting process [IIID1.8a]; these forums continued in 2015-2016 with a review of the financial outlook and budget development processes for 2016-2017 budget [IIID1.8b].

Integrity

Monterey Peninsula College manages its financial affairs with integrity. As described above, the College determines how resources will be distributed following the annual planning and resource allocation process, which includes broad campus-wide representation through the campus advisory groups and the College Council [IIID1.9]. As part of the budget development process, departmental budget managers with instructions, timelines, and a three-year history of expenses to their account(s), as well as a statement of overall College financial projections to help manage department expectations [IIID1.10, IIID1.11]. Departmental budget managers develop individual budgets, which are then reviewed by the department's dean or supervisor and discussed at the appropriate advisory group and College Council.

The process calls for a tentative budget to be developed prior to June 30 each year and be reviewed by the Budget Committee, and College Council, and approved by the Board of Trustees. An adopted budget is developed prior to September 1 each year, as recommended by the President and the Vice President of Administrative Services. The Budget Committee and College Council review the budget, Budget Committee and may make recommendations to the President prior to the President taking to the Board of Trustees for approval [IIID1.6]. During the course of the year, Fiscal Services provides detailed reports of budgets and monthly expenditures to each department to ensure accuracy and support ongoing budget management.

The College's charge to manage its finances with integrity is also evident in its use of a Citizen's Bond Oversight Committee. The Citizen's Bond Oversight Committee contributes to the monitoring of bond-related expenditures at Monterey Peninsula College. The Board of Trustees established the committee in February 2003 following voter approval of the College's $145 million bond measure in November 2002. The committee consists of ten members who represent the local business community, a senior citizen's organization, students, a College support organization, taxpayer's organization, and the community at large. Meetings are held quarterly and are open to the public [IIID1.12].

Stability

Monterey Peninsula College is fiscally conservative to ensure financial stability. The College completed a Fiscal Stability Report in March 2007, and, using the information from this report, the Governing Board adopted a Long Term Financial Plan for the College in February 2009 [IIID1.13]. The plan identifies enrollments as the primary source of income for the College, and outlines seven (7) areas for the College to target in order to increase future revenue and promote reliable enrollments:

1. Increase enrollments (growth).
2. Review non-credit FTES for potential conversion to credit or enhanced noncredit FTES.

3. Review positive attendance courses for possible conversion to census and review attendance accounting methods to ensure compliance and accuracy.
4. Review possible gains by restructuring current academic calendar.
5. Reduce dependence on instructional service agreements (ISAs) and ensure that those maintained are well administered.
6. Ensure administrative support for economic and workforce development.
7. Pursue other outside funding sources.

The Long Term Financial Plan also calls for the continuation of budgeting practices credited with past stability, including:

- Not budgeting for growth income before it is realized
- Not budgeting for non-verifiable employee turnover savings, including budgets for all approved permanent positions.
- Budgeting for all known expenses and liabilities
- Maintaining adequate reserves including an annual contingency budget for unexpected expenses

The College still needs to make significant progress in all areas noted in the Long Term Financial Plan. The College has begun a concentrated effort to address the need for enrollment management that incorporates best practice scheduling. In fall 2015, the College retained an external consultant (Collaborative Brain Trust) to assist the College with several areas identified for improvement, including enrollment management, scheduling, and financial stability [IIID1.14].

Conclusion: Since 2011-2012, the College has experienced a budgeted structural deficit and an actual structural deficit (net loss) in the Unrestricted General Fund. For purposes of clarity in its internal communications, the College has defined the structural deficit as the institution's negative gap in projected revenue to projected expenses. The College has taken many steps to reduce the structural deficit, including reducing expenditures and focusing on FTES growth through enhanced enrollment and retention. In addition, the College has developed a plan to eliminate the structural deficit in 2015-2016 and 2016-2017. However, at the time of this writing, the institution has not eliminated the structural deficit as defined. The recent rise in STRS and PERS employer contributions and other personnel related expenses have not been offset by increased revenue due to flat enrollment and the failure to restore previously lost FTES.

Actionable Improvement Plans:

1. The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

2. The College will implement new tools for multi-year budget planning and monitoring as recommended in a review conducted by the College Brain Trust (CBT) in order to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.

Evidence Cited:

IIID1.1 Annual Adopted Budgets
- a. 2013-2014
- b. 2014-2015
- c. 2015-2016

IIID1.2 Multi-year Budget Modeling
IIID1.3 2014-2015 Audit Report
IIID1.4 2014-2015 GO Bond Audit Report
IIID1.5 Resource Allocation Model
IIID1.6 Budget Development Calendars, 14-15 and 15-16
IIID1.7 Sample Monthly Financial Reports
- a. Board Minutes, 8/15 (Item 14A, p. 7)
- b. Board Minutes, 9/15 (Item 14A, p. 8)
- c. Board Minutes, 10/15 (Item 14A, p. 6)

IIID1.8 Open Forums
- a. Budget 101
- b. Spring 2016 Budget Forum

IIID1.9 Budget Committee Charge
IIID1.10 Board Policy 6200: Budget Preparation
IIID1.11 Budget Development Process
IIID1.12 Citizen's Bond Oversight Committee Website
IIID1.13 Long-term Financial Plan
IIID1.14 Collective Brain Trust Project Recommendations, 2/16

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

- The College follows a Planning and Resource Allocation model that aligns short and long-term financial planning with institutional planning, Institutional Goals, and the mission. Program Review Annual Update/Action Plans inform budget development and financial planning [IIID2.1 -- IIID2.3].
- The College has Board Policies that ensure sound financial practices and stability, including policies related to budget preparation, budget management, fiscal management, and annual audits. Administrative procedures accompanying these policies are scheduled for review and revision in 2016-2017 as part of regular review practice [IIID2.4, IIID2.5]

- Consistent with its Board Policy on general fund reserve, the College has maintained a 10% Unrestricted General Fund Year-End Balance for the past three years [IIID2.5].

Analysis and Evaluation:
Monterey Peninsula College relies upon its mission and goals as the foundation for financial planning. As part of the planning and resource allocation process, College Council evaluates progress towards the institutional goals, reviews accomplishments from the previous year, and revises institutional objectives as needed [IIID2.1, IIID2.2]. The mission and Institutional Goals are also reflected in the annual action plan items submitted by each division/unit [IIID2.3]. Division/unit action plans are prioritized and reviewed by advisory groups and administrators before the College Council makes resource allocation recommendations to the Superintendent/President and the Board of Trustees. The College follows established policies and procedures to ensure that its practices are sound [IIID2.4a, IIID2.4b, IIID2.4c, IIID2.4d, IIID2.4e, IIID2.5].

Financial planning supports long-term integrated planning at the College. As noted in Standard I.B.9, integrated planning activities at Monterey Peninsula College generally fall into either a long-term planning cycle or an annual cycle of planning and resource allocation [IIID2.6, IIID2.1]. Long-term plans such as the Facilities Master Plan, Technology Plan, and Long-term Financial Plan consider current and anticipated challenges that could affect the College financially. Institutional Goals and objectives drive long-range financial planning; for example, Objective 4.2, "implement an information management system," has led the College to prioritize its plans for the procurement funds to support installation of an Enterprise Resource Planning system [IIID2.7; see also QFE Action Project 3].

Short-term planning and resource allocation follows an annual cycle that includes development of the budget for the upcoming fiscal year, as well as consideration and implementation of shorter-term goals and objectives identified in departmental action plans [IIID2.1, IIID2.3]. The College anticipates that its implementation of TracDat (see QFE Action Project 2) will greatly improve the effectiveness of both short and long-term financial planning.

The College distributes financial information in a timely fashion, to ensure that personnel and other stakeholders are informed. The Vice President, Administrative Services provides a monthly financial report to the Governing Board [IIID2.8a, p. 7; IIID2.8b, p. 8; IIID2.8c, p. 6], and annual budgets and audit reports are posted on the Administrative Services website [IIID2.9]. A budget development calendar is distributed annually to ensure relevant individuals and constituencies know how and when to engage in the process [IIID2.10].

Conclusion: Monterey Peninsula College meets Standard III.D.2.

Evidence Cited
IIID2.1 Resource Allocation Model

IIID2.2 Budget Development Process
IIID2.3 Program Review Annual Update/Action Plans, 2014-2015
IIID2.4 Sample Business and Fiscal Affairs Policies
a. Board Policy 6200: Budget Preparation
b. Board Policy 6210: General Fund Reserve
c. Board Policy 6250: Budget Management
d. Board Policy 6300: Fiscal Management
e. Board Policy 6400 Financial Audits
IIID2.5 Administrative Procedures (6000 Series) Review Matrix
IIID2.6 Integrated Planning Model
IIID2.7 Institutional Action Plan, Goal 4, Objective 4.2
IIID2.8 Sample Monthly Financial Reports
a. Board Minutes, 8/15 (Item 14A, p. 7)
b. Board Minutes, 9/15 (Item 14A, p. 8)
c. Board Minutes, 10/15 (Item 14A, p. 6)
IIID2.9 Administrative Services Website
IIID2.10 Budget Development Calendars, 14-15 and 15-16

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard:

- Monterey Peninsula College clearly defines and follows its guidelines and processes for financial planning and budget development. The financial planning and development processes are provided in two documents: the planning and resource allocation process and the budget development process [IIID3.1, IIID3.2].
- The College encourages all staff to participate in resource planning and allocation. The Budget Committee meets to address specific topics to facilitate appropriate resource allocation. The Budget Committee membership is comprised of representatives from all constituency groups at the College [IIID3.4].

Analysis and Evaluation

Monterey Peninsula College clearly defines and follows its guidelines and processes for financial planning and budget development. The financial planning and development processes are provided in two documents: the planning and resource allocation process and the budget development process [IIID3.1, IIID3.2]. Both of these processes include timelines that guide each process to timely completion at a deliberate pace.

The College encourages all staff to participate in resource planning and allocation. The Budget Committee meets to address specific topics to facilitate appropriate resource allocation. The

Budget Committee membership is comprised of representatives from all constituency groups at the College [IIID3.4].

As a subcommittee of College Council, the Budget Committee:

1. Evaluates previous year's budget (revenue projections, actuals, etc.)
2. Contextualizes institutional budget information.
3. Reviews and/or analyzes budget information, including, but not limited to the following:
4. Distills institutional information to inform budget managers.
5. Presents/distributes budget packets
6. Offers budget workshops to help inform campus community about budget construction and process.
7. Reviews the budget at Governor's May revise, affirming revenue assumptions. Following the budget assumptions and processes, summarizes the budget information and presents to College Council.

College Council developed and refined the current planning and resource allocation process [IIID3.1]. The first step is the creation of institutional goals with input from the entire campus community. The second step is annual component goals created by each advisory group. Faculty and staff of each program or area develop program reviews and annual action plans, which include budget implications and feasibility. These are reviewed and prioritized by each program's or area's respective advisory group. The College Council then reviews and prioritizes the combined list of all action plans for the campus [IIID3.5].

The budget development process for the College details the information to be gathered, the people responsible, and the other detailed steps involved in completing the budget, as described in the budget development calendar [IIID3.2]. Administrative Services and the Budget Committee provide the general framework for the budget by preparing revenue estimates based on approved assumptions and compiling all fixed and committed costs. The College provides a budget construction package to budget managers annually as part of the creation of the budget to ensure accuracy of individual accounts. Programs and other College areas develop action plans requesting new funds based on program reviews, component goals, and mandated increases. After advisory groups for Academic Affairs, Administrative Services, and Student Services prioritize action plan requests for departments in their area, and College Council discusses all requests in the context of College priorities, institutional goals, and available resources. The Superintendent/President recommends the final budget to the Governing Board, which takes final action on the budget in an open session.

The budget development process ensures that all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. At the beginning of the College's planning and resource allocation process, all campus constituencies are encouraged to

participate in the dialogue regarding the College's mission and goals. Furthermore, College constituencies are well represented on budget-related participatory governance committees, including the College Council and the Budget Committee [IIID3.6, IIID3.7].

Conclusion: Monterey Peninsula College meets Standard III.D.3.

Evidence Cited:

IIID3.1 Resource Allocation Model
IIID3.2 Budget Development Process
IIID3.3 Budget Development Calendars, 14-15 and 15-16
IIID3.4 Budget Committee Charge
IIID3.5 College Council Bylaws
IIID3.6 College Council website
IIID3.7 Budget Committee Website

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence:

- Institutional planning processes, including the annual resource allocation process, reflect consideration of financial resource availability and expenditure requirements [IIID4.1].
- The Budget Committee, led by the Vice President of Administrative Services, reviews budget information and affirms revenue assumptions based on the Governor's May revise. These assumptions include information about current and projected FTES, as well as state finances, in order to provide a realistic assessment of financial resource availability in support of institutional planning [IIID4.2, IIID4.3].

Analysis and Evaluation

Following the College's annual planning and resource allocation process [IIID4.1], the Budget Committee reviews budget information and affirms revenue assumptions based on May revise. These assumptions include information about current and projected FTES, as well as state finances. Budget assumptions and budget projections are then discussed at College Council, where they are used to make allocation recommendations to the Superintendent/President. The College Council and Budget Committee, which review and make final recommendations on action plans, include broad-based membership to help ensure that the budget development process uses realistic projections and assessments of costs, as well as ensuring that items focused on student learning have been prioritized appropriately.

Proposals for additional funding are made by programs and areas through annual program review action plans. The individuals developing the action plans have supply expenditure requirements with their proposals to ensure realistic costs. Unit administrators evaluate action plans using

budgeted financial information to ensure realistic expectations, proper cost/benefit analysis, and appropriate prioritization of needs within the unit overall. The financial information used in these evaluations considers revenue resources as well as immediate and long-range cost expectations and commitments.

Throughout the budget development process, the Office of Administrative Services provides prepares budget documents using the approved assumptions, all contractual commitments, any new or changed positions, other mandated increases, and any changes recommended by the College Council. This information helps the College ensure realistic assessment of resource availability during planning [IIID4.1, IIID4.4].

Adopted budgets are posted on the Administrative Services website [IIID4.5]. During the fiscal year, the Fiscal Services Office provides detailed reports of budgets and monthly expenditures to departments to support proper management of funds and ensure transparency.

The College's facilities plans include provisions for maximizing state capital outlay funding by using local Proposition 39 Measure I bond funds to maximize the scores used to determine the allocation of state funds [IIID4.6].

Conclusion: Monterey Peninsula College meets Standard III.D.4.

Evidence Cited:

IIID4.1 Resource Allocation Model
IIID4.2 Budget Committee Charge
IIID4.3 Budget Development Process
IIID4.4 College Council Minutes, 8/25/15
IIID4.5 Administrative Services Website
IIID4.7 Citizens Bond Oversight Committee Annual Report, 2014-2015

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

- The current organizational chart and internal control procedures are annually reviewed by the College and an external audit firm for appropriate separation of duties [IIID5.1, IIID5.2].
- The planning and resource allocation process has gone through several refinements in open meetings of the College Council with input from the Budget Committee to both

improve and better clarify the various steps. The current version of the budget process was recommended by College Council in fall 2014 to align with the Monterey Peninsula College planning and resource allocation process [IIID5.4].

- The Budget Committee reviews the budget development process annually and makes changes to improve and/or clarify the process when necessary [IIID5.5].

Analysis and Evaluation

The current organizational chart and internal control procedures are annually reviewed by the College and an external audit firm for appropriate separation of duties [IIID5.1a, IIID5.1b, IIID5.c]. Software used to access financial data maintains appropriate access and control for those authorized for specific financial functions [IIID5.2a; IIID5.2b, p. 4].

The Fiscal Services office uses financial software provided through the Monterey County Office of Education. Financial reports available through this system, Escape, provide detailed information and online access capabilities for the appropriate budget managers. Both Fiscal Services and Human Resources use the Escape system, which allows for better integration of data. However, the Escape system does not fully integrate with the College's current student information system (Santa Rosa SIS). The College is currently planning to migrate away from SIS, as its developer will cease support within the next three to four years. The College has begun preparations for a migration to a full-featured Enterprise Resource Planning (ERP) system, which will allow continued systems improvement through the linking of real-time data that includes enrollments [IIID5.3; see QFE Project #3].

The College Council created the Monterey Peninsula College planning and resource allocation process in fall 2007, and the process was used beginning in the 2007-2008 year. The planning and resource allocation process has gone through several refinements in open meetings of the College Council with input from the Budget Committee to both improve and better clarify the various steps. The current version of the budget process was recommended by College Council in fall 2014 to align with the Monterey Peninsula College planning and resource allocation process [IIID5.4].

Monterey Peninsula College regularly evaluates its processes, including its financial management processes, and the results of evaluations are used to improve financial management systems. The Budget Committee reviews the budget development process annually and makes changes to improve and/or clarify the process [IIID5.5].

Conclusion: Monterey Peninsula College meets Standard III.D.5.

Evidence Cited:

IIID5.1 Annual Audits
- a. 2012-2013

b. 2013-2014
c. 2014-2015

IIID5.2 Division of Functions
a. Human Resources Functions
b. Administrative Services Org Chart (see p. 4)

IIID5.3 Sample Business Process Analysis Report

IIID5.4 Budget Development Process

IIID5.5 Budget Development Calendars, 14-15 and 15-16

III.D.6 Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

- The College's budget development process includes input from appropriate campus constituencies, including the College Council and Budget Committee. The Budget Development Process results in the preparation of a tentative budget by June 30, and a final budget prior to September 1. The Board of Trustees approves the final budget [IIID6.1].
- The College submits an annual financial report (CCFS-311) to the Chancellor's Office detailing how financial resources are allocated to support student learning programs and services [IIID6.2].
- The College undergoes an annual external audit, which helps to ensure accuracy of and appropriate allocation of resources. The auditor reports the results of the audit to the Governing Board in an open meeting [IIID6.4].

Analysis and Evaluation

The College creates a tentative and adopted budget as indicated in the budget development process. MPC's Governing Board has consistently approved a tentative budget prior to June 30 and adopted budget prior to September 1 each fiscal year to ensure support for student learning programs and services. During the development process, Fiscal Services provides individual department managers with copies of their budgets, budget documents are provided to members of the Budget Committee and the College Council, to administrators, and as part of the Board agenda when the items are acted on [IIID6.1].

To ensure accuracy of financial documents, the Vice President of Administrative Services reviews monthly projections and provides a monthly financial report to the Governing Board [IIID6.3a-c, linked below].

The College undergoes an annual external audit, which helps to ensure accuracy of and appropriate allocation of resources. The auditor reports the results of the audit to the Governing Board in an open meeting. External audits are performed annually with the auditor providing a

report at an open Board meeting. The most recent audit for the fiscal year ending June 30, 2015. The College received an "unqualified opinion" and had only one finding [IIID6.4c]. The College addressed the finding in a timely manner (see Standard III.D.7).

Conclusion: Monterey Peninsula College meets Standard III.D.6.

Evidence Cited:

IIID6.1 Budget Development Process
IIID6.2 Annual 311 Reports
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

IIID6.3 Monthly Financial Reports
- a. Board Minutes, 8/15 (Item 14A, p. 7)
- b. Board Minutes, 9/15 (Item 14A, p. 8)
- c. Board Minutes, 10/15 (Item 14A, p. 6)

IIID6.4 Annual Audits
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

- Per established Board Policy and Education Code, the College undergoes an annual external audit of all funds, books, and accounts [IIID7.1, IIID7.2].
- The Office of Administrative Services posts External Audits reports on its department website (as annual Financial Reports) to ensure appropriate and timely communication [IIID7.3].
- Audit results and any findings (and responses to findings) are discussed publicly, in open sessions of Board meetings [IIID7.4].

Analysis and Evaluation

When the College receives an audit finding, it takes steps to respond in a timely manner. As of this writing, the most recent audit for the College took place for the fiscal year ending June 30, 2015. The College received an "unqualified opinion" and had only one finding [IIID7.2c]. The College has adequately addressed the finding related to the timely return of federal funds, and has procured new software to better manage financial aid awards moving forward [IIID7.2c, see MD&A].

Conclusion: Monterey Peninsula College meets Standard III.D.7.

Evidence Cited:

IIID7.1 Board Policy 6400: Financial Audits

IIID7.2 Annual Audits
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

IIID7.3 Administrative Services website

IIID7.4 Board Meeting Minutes:
- a. 2/26/2014, Item 14C, p. 8
- b. 1/30/2015, Item 14B, p. 5
- c. 1/22/2016, Item 14A, p. 4

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

- External auditors evaluate the validity and effectiveness of the College's financial and internal control systems annually [IIID8.1].

Analysis and Evaluation

External auditors review financial and internal control systems during the annual audit [IIID8.1a, IIID81.b, IIID8.1c]. The auditors evaluate systems for validity and effectiveness, and report on any material weakness in internal control, if found.

Similarly, the College reviews its processes through program review and annual audits as well as inspection of process as needed. The College maintains internal controls through review of emerging needs and regulations.

Conclusion: Monterey Peninsula College meets Standard III.D.8.

Evidence Cited:

IIID8.1 Annual Audits
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

- Board Policy 6210: General Fund Reserve requires the College to maintain a general fund budgeted reserve of 10% of unrestricted fund adopted budgeted expenditures to provide for economic uncertainties [IIID9.1].
- Financial Statements filed with the State Chancellor's Office demonstrate that the College maintains sufficient reserves to maintain stability [III9.2].

Analysis and Evaluation

The College's current level of reserves allows for sufficient cash flow under normal circumstances. The College maintains a 10% unrestricted general fund reserve in accordance with established Board Policy [IIID9.1]. In addition, the College has prepared to use Tax Revenue Anticipation Notes (TRAN) through the California Community College League should emergency needs arise that cannot be addressed from the fund balance or contingency funds.

From fiscal year 2011-2012 through 2014-2015, the College borrowed cash for the unrestricted general fund from other College funds as a short-term solution to cover budget deficits and balance its budget. As of spring 2016, the College is reviewing expenditures, modifying instructional service agreements in response to the State's changing priorities, and reviewing restructuring the College's self-funded medical plan in order to curtail the practice of borrowing from other funds to balance its budget.

Risk Management for property and liability coverage is provided through College membership in the Bay Area California Community College Colleges Joint Powers Association (BACCCJPA) and Statewide Association of Community Colleges. Colleges in the BACCCJPA have $10,000 deductible per occurrence and $250 million property and $25 million liability coverage. Workers compensation coverage is provided through College membership in the Northern California Community College Pool (NCCCP). The NCCCP purchase full coverage through Protected Insurance Program for Schools and Community Colleges Joint Power Authority.

Conclusion: Monterey Peninsula College meets Standard III.B.9.

Evidence Cited:

IIID9.1 Board Policy 6210: General Fund Reserve

IIID9.2 Annual 311 Reports

a. 2012-2013
b. 2013-2014
c. 2014-2015

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard:

- The Office of Fiscal Services provides effective financial oversight for all areas of the College, including financial aid, grants, the MPC Foundation, and Gentrain Society. The Office of Administrative Services provides monthly financial reports to the Board for effective oversight [IIID10.1]
- The College maintains the financial records for financial aid, grants, and externally funded programs in its financial management system. The majority of these records are accounted for in the College's restricted and fiduciary funds, which are audited as part of the College's annual external audit [IIID10.2].
- College investments are managed through the office of the County Treasurer, who provides quarterly reports to the College at public Board meetings [IIID10.3].

Analysis and Evaluation

The Office of Fiscal Services provides financial oversight for the College, including the MPC Foundation and the Gentrain Society. The Office of Fiscal Services also provides oversight for College investments and assets. Working with departmental budget managers as appropriate, Fiscal Services staff maintain oversight for all College accounts, including financial aid, grants, and trusts. The Vice President of Administrative Services and Comptroller apprise the Governing Board of the accounts of the College through monthly financial reports and special reports for bond expenditures at regular Board meetings [IIID10.1a, p. 7; IIID10.1b, p. 8; IIID10.1c, p. 6].

Management of Financial Aid, Grants, and Externally Funded Programs

The College maintains the financial records for financial aid, grants, and externally funded programs in its financial management system. The majority of these records are accounted for in the College's restricted and fiduciary funds, which are audited as part of the College's annual external audit [IIID10.2a, IIID10.2b, IIID10.2c].

The College manages contractual relationships appropriately through the office of the Vice President of Administrative Services and review by counsel as needed.

Management of Auxiliary Organizations and Foundations

The College has one auxiliary organization, the Gentrain Society, which supports the College's Gentrain program. The MPC Foundation is organized as an independent 501c3 and is the primary fundraising organization for the College. Both the Gentrain Society and MPC Foundation maintain their own financial records. The Vice President of Administrative Services reviews financial statements of both organizations.

Management of Investments and Assets

The College maintains an inventory of all equipment with a cost of $1,000 or more. A physical inventory is completed annually for one-third of its equipment.

All investments for the College are managed through the County Treasurer who provides quarterly reports to the College. These reports are shared with the Governing Board [IIID10.3a, IIID10.3b, IIID10.3c].

Conclusion: Monterey Peninsula College meets Standard III.D.10.

Evidence Cited:

IIID10.1 Monthly Financial Reports to the Board
- a. Board Minutes, 8/15 (Item 14A, p. 7)
- b. Board Minutes, 9/15 (Item 14A, p. 8)
- c. Board Minutes, 10/15 (Item 14A, p. 6)

IIID10.2 Annual Audits
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

IIID10.3 County Treasurer Quarterly Reports to the Board
- a. May 2015
- b. August 2015
- c. November 2015

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard:

- Long-term OPEB liabilities are projected using actuarial studies. To assure that OPEB liabilities can be met while maintaining short-term solvency, the College has placed funds into an irrevocable trust as required by GASB 43 and 45 standards to address a significant portion of these liabilities. The College meets its current current-year liabilities within its annual budget. [IIID11.3]
- The College currently has one long-term obligation that is required to be paid back, a student center lease revenue bond. The College budgets sufficient funds for the repayment of this lease in its annual budget [IIID11.4].

Analysis and Evaluation

Monterey Peninsula College's short-range financial decisions are made in light of its long-range financial priorities. During the annual resource allocation and budget development processes,

the Budget Committee, the advisory committees, the College Council recommend resource allocation decisions to the Superintendent/President. The Superintendent/President makes final resource allocation decisions and recommends the final budget to the Board of Trustees for review and approval [IIID11.1, IIID11.2].

During this process, the College considers long-range financial priorities, such as post-employment benefits (OPEB) provided to certain retirees. Long-term OPEB liabilities are projected using actuarial studies. The current actuarial study indicates the College's actuarial accrued liability to be approximately $11 million [IIID11.3]. To assure that OPEB liabilities can be met while maintaining short-term solvency, the College has placed funds into an irrevocable trust as required by GASB 43 and 45 standards to address a significant portion of these liabilities. The College meets its current current-year liabilities within its annual budget [IIID11.4].

The College currently has one long-term obligation that requires re-payment, the Student Center lease revenue bond. This locally incurred debt has an outstanding balance of $62,700, and will be paid off in full in 2018-2019. The College has budgeted sufficient funds for the repayment of this lease [IIID11.4]. The College also has a $145 million Prop 39 Measure I bond, which is being repaid through local property tax assessments.

As described in III.D.1, the College's Long Term Financial Plan outlines actions to be taken to ensure and improve the College's future fiscal stability. Plans include increasing revenues through enrollment growth by expanding the College's Education Center at Marina and by reducing costs to the level of protected revenues [IIID11.5].

Conclusion: Monterey Peninsula College meets Standard III.D.11.

Evidence Cited:

IIID11.1 Resource Allocation Model
IIID11.2 Budget Development Process
IIID11.3 Actuarial Study, Aug. 2014
IIID11.4 Annual Budget, 2015-2016
IIID11.5 Long-Term Financial Plan

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

- The College determines its Other Post-Employment Benefits (OPEB) liabilities using appropriate accounting standards and regular actuarial analysis [IIID12.1].
- The College allocates appropriate resources for the payment of liabilities and future obligations, including OPEB [IIID12.2].

Analysis and Evaluation
Planning for payment of liabilities and future employee-related obligations is addressed within the College's annual budgeting process. In fall 2015, the College began participating in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Authority [IIID12.2, Item 14C, p. 4]. Investing funds for OPEB liabilities and future obligations in an irrevocable trust as required by GASB 43 and 45 standards helps the College to ensure that appropriate resources are available for the payment of these obligations.

Conclusion: Monterey Peninsula College meets Standard III.D.12.

Evidence Cited:
IIID12.1 Actuarial Study, Aug. 2014
IIID12.2 Board Meeting Minutes, 11/18/15, See Item 14C, p. 4

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard:
- The College follows an annual planning and resource allocation process that includes the development of an annual budget [IIID13.1, IIID13.2].
- Budget development processes ensure that resources for repayment of locally incurred debt instruments are appropriately allocated [IIID13.3, IIID13.4]

Analysis and Evaluation
The College follows an annual planning and resource allocation process that includes the development of an annual budget [IIID13.1, IIID13.2]. During the budget development process, the College allocates funds for the repayment of locally incurred debt instruments and assesses how these debts might affect the fiscal health of the institution.

The College currently has one long-term obligation that requires re-payment, the Student Center lease revenue bond. This locally incurred debt has an outstanding balance of $62,700, and will be paid off in full in 2018-2019. The College has budgeted sufficient funds for the repayment of this lease [IIID13.3, p. 7-8; 79-81].

The College also has a $145 million Prop 39 Measure I bond, which is being repaid through local property tax assessments [IIID13.4, p. 108-113].

Conclusion: Monterey Peninsula College meets Standard III.D.13.

Evidence Cited:

IIID13.1 Resource Allocation Model
IIID13.2 Budget Development Calendars, 14-15 and 15-16
IIID13.3 Annual Budget, 2015-2016: Student Center Lease Bond (see p. 7-8 and 79-81)
IIID13.4 Annual Budget, 2015-2016: Measure I Bond Funds (see p. 109-113)

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:

- The College contracts with an external accounting firm to perform an annual audit on all funds, including its general obligation bond funds. These audits, along with input from the Citizen's Bond Oversight Committee, ensure that funds are used with integrity in a manner consistent with their intended purpose [IIID14.1, IIID14.2, IIID14.3].
- The College Superintendent/President serves as a voting member of the MPC Foundation's Executive Board. Input from the Superintendent/President helps to ensure that the Foundation's efforts directly support institutional priorities [IIID14.4].

Analysis and Evaluation

The College uses its financial resources, including those from its general obligation bond funds, foundation, and grants, to further its mission and goals. The College's mission and goals form the foundation of the planning and resource allocation process, as described in Standards I.A.3 and I.B.9. Individual divisions and units develop budgets and action plans with the College's mission and Institutional Goals in mind. Requests for equipment, staffing, and supplies are also prioritized in the context of the mission and Institutional Goals through budget development and program review and action plans.

The College contracts with an external accounting firm to perform an annual audit on all funds, including its general obligation bond funds [IIID14.1a, IIID14.1b, IIID14.1b, IIID14.2a, IIID14.2b, IIID14.2c]. These audits ensure that funds are used in a manner consistent with their intended purpose. Input from the Citizen's Bond Oversight Committee provides additional assurance that bond funds are used for their intended purpose [IIID14.3].

The College Superintendent/President serves as a voting member of the MPC Foundation's Executive Board. Input from the Superintendent/President helps to ensure that the Foundation's efforts directly support institutional priorities [IIID14.4]. The Executive Director of the MPC Foundation provides monthly reports to the Governing Board.

The College applies for grant funding as appropriate to support its mission and goals. The College reviews a completed pre-application grant approval form prior to completion of a grant request for proposal (RFP) [IIID14.5]. The form includes a description of how the grant will support the short-term and long-term institutional goals, affect College commitments, and affect the College financially (space, staffing, matching funds, institutionalization implications to current programs). Completed forms are reviewed by the area administrator, the Office of Institutional Research, the vice presidents, and the Superintendent/President. The Superintendent/President has the final authority, indicating approval or disapproval to proceed. Methods for measuring the impact of grants are codified within Administrative Services policies and procedures. The Governing Board approves all grants requiring matching funds, per policy [IIID14.6].

Conclusion: Monterey Peninsula College meets Standard III.D.14.

Evidence Cited:

IIID14.1 Annual Financial Reports
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

IIID14.2 General Obligation Bond Audits
- a. 2012-2013
- b. 2013-2014
- c. 2014-2015

IIID14.3 Citizen's Bond Oversight Committee
IIID14.4 MPC Foundation Annual Report, 2015
IIID14.5 Grant Approval Form
IIID14.6 Board Policy 2200: Grant Applications

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

- The College undergoes an annual audit to determine compliance with major Federal programs, including Title IV. In the most recent audit (for FY ending June 30, 2015), MPC received one finding related to OMB Circular A-133. The College's response to

the finding indicated how the issue would be addressed during the 15-16 fiscal year [IIID15.1, IIID15.2].

Analysis and Evaluation

The College undergoes an annual audit to determine compliance with major Federal programs, including Title IV. In the most recent audit (for FY ending June 30, 2015), MPC received one finding related to OMB Circular A-133. The College's response to the finding indicated how the issue would be addressed during the 15-16 fiscal year [IIID15.1]. The College has taken steps to address the situation [IIID15.2, p. 2]

The Office of Student Financial Services monitors student loan default rate. The most current official three-year Cohort Default Rate (FY2012) for the College is 21.4% [IIID15.3]. The College works with USA Funds Borrower Connect to help identify and work with borrowers at highest risks of default.

Conclusion: Monterey Peninsula College meets Standard III.D.15.

Evidence Cited:

IIID15.1 Annual Financial Audit, 2014-2015
IIID15.2 College Council Minutes, 1/26/16, p. 2
IIID15.3 Three-Year Cohort Default Rates, FY2012

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

- The College contracts with external entities in a manner consistent with its policies, mission, and goals. When entering into contractual agreements with external entities, the College uses standard contract forms and Instructional Service Agreements (ISAs) to help ensure consistency with the institutional mission and goals [IIID16.1, IIID16.2, IIID16.3, IIID16.6].

Analysis and Evaluation

When entering into contractual agreements with external entities, the College uses standard contract forms and Instructional Service Agreements (ISAs) to help ensure consistency with the institutional mission and goals [IIID16.1, IIID16.2, IIID16.3]. The College's legal counsel reviews contractual forms and ISAs to help ensure all legal provisions are included and the College is appropriately indemnified from any damages as a result from outside parties. Instructional Service Agreements are specifically written to ensure the College adheres to

regulations contained in Title 5 of the California Code of Regulations. The College may terminate contracts and ISAs if the external entities are found to be out of compliance; the College has terminated contracts in the past for this reason.

Standard contract forms and agreements also help the College ensure contracts with external entities are consistent with the College's interests and policies and maintain the integrity of the institution. The College works to ensure its contractual agreements with outside agencies are consistent with the mission and goals of the institution. For example, the College's Long Term Financial Plan includes reducing dependence on Instructional Service Agreements, as the FTES generated through Instructional Service Agreements are primarily non-credit [IIID16.4].

To maintain the integrity of the institution and quality of its operations, the College uses the adopted budget as the primary vehicle to fund contractual agreements and capital expenditures. Per policy, the Superintendent/President and Vice President of Administrative Services are the only two persons given general authority by the Board as legal signatory for contractual agreements [IIID16.5, IIID16.6].

Conclusion: The College's current reliance on contracted educational agreements to meet minimum FTES goals for apportionment does not align with its Long-Term Financial Plan. Additional planning is needed to address this current reliance and improve consistency between external agreements and the institutional mission, goals, and policies.

Actionable Improvement Plan
The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

Evidence Cited:

IIID16.1 Board Policy 4330: Instructional Service Agreements (ISA)
IIID16.2 Sample Contract Form
IIID16.3 Sample ISA Form
IIID16.4 Long-Term Financial Plan
IIID16.5 Board Policy 1050: Executive Officer of the Governing Board
IIID16.6 Board Policy 2132: Bids and Contracts

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Standard IV.A: Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative process are used to assure effective discussion, planning, and implementation.

Evidence of Meeting the Standard

- Through the structure authorized by Board Policy 2010: Shared Governance, College leaders have created an environment in which members of Academic Affairs, Student Services, and Administrative Services, as well as students, are encouraged to consider and implement innovative changes in support of the mission and Institutional Goals [IVA1.1].
- When ideas for improvement have policy or significant institution-wide implications, the College relies on its participatory governance processes to assure effective discussion, planning, and implementation. This practice ensures that faculty, classified staff, administrators, and students have the opportunity to participate in problem solving and decision-making. Examples and evidence are discussed below.

Analysis and Evaluation

Monterey Peninsula College, through its leadership and shared governance processes, empowers its members to demonstrate innovation leading to institutional excellence. Leaders—including

Board of Trustee members, administrators, faculty, classified staff, and students—work to improve practices, programs, and services in which they are involved; ongoing efforts are made as campus members meet, discuss issues, and implement changes to processes, curriculum, activities, and services. Official College leadership positions include the Superintendent/President, vice presidents, directors, deans, managers, division chairs, and coordinators. These positions provide the leadership structure at the College; however, all members of the College are encouraged to demonstrate leadership through participation in decision-making, both in formal committees as well as in individual departments, as a means of improving the institution. Through the structure authorized by Board Policy 2010: Shared Governance [IVA1.1], College leaders have created an environment in which members of Academic Affairs, Student Services, and Administrative Services, as well as students, are encouraged to consider and implement innovative changes in support of the mission and Institutional Goals.

Instructional programs reflect leadership that supports innovation. In each academic area, faculty demonstrate a commitment to instructional excellence, creating assignments, courses, and programs that support student learning and achievement. Ideas for program improvements are documented in program review updates, action plans, and program and/or instructor reflections. For example, faculty and staff in the Automotive Technology program have structured a curriculum to support varied student needs and goals. Students seeking ASE certification may now choose to complete Automotive Technology courses in preparation for the ASE certification exams. Students seeking entry-level positions in automotive dealerships, independent repair facilities, customizing shops and other auto-related industries can complete degree or non-degree programs. As part of the program, students have the opportunity to practice their skills in a supervised setting representative of a professional automotive repair facility. The Auto Tech Skills Lab allows students to perform basic maintenance on the vehicles of real clients, with direct supervision of program faculty and staff [IVA1.2]. The Auto Tech Skills Lab complements the AUTO curriculum and provides students with experiences similar to what they will experience on the job.

Student Service programs and units also reflect leadership that supports innovation. In some part, newly available Student Support and Success Program (3SP) funds have encouraged Student Service leadership to review and revise such important student service processes as orientation, assessment, educational planning, and follow-up services. Student Services' leaders have also recognized specific needs and worked to improve processes for the good of College students and staff. Examples include the Veterans' Center One-Stop Service Center and enhanced psychological services at Student Health Services [IVA1.3, IVA1.4].

Innovation and Shared Governance Processes

When ideas for improvement have policy or significant institution-wide implications, the College relies on its participatory governance processes to assure effective discussion, planning, and implementation. This practice ensures that faculty, classified staff, administrators, and students have the opportunity to participate in problem solving and decision-making. Examples include:

- **Recommendations to the President regarding budget stability**
  In September 2013, the Superintendent/President asked College Council to facilitate an institution-wide discussion regarding priorities for balancing the College's budget, with the goal of developing a list of recommendations by October 31, 2013. College Council gathered suggestions from all constituencies through brainstorming sessions and a campus-wide survey. Ideas were clustered into three broad goals: cut costs, grow enrollment, and generate revenue. College Council reviewed each cluster and refined the list to nine recommendations [IVA1.5].
- **Increasing institutional efficiency**
  One of the recommendations to the President was to "improve institutional efficiencies." In response to this recommendation, the Superintendent/President engaged an external firm to help the College map processes in Human Resources and Admissions and Records. As a result, these areas determined better ways to serve students and staff. Two very positive results of these Business Process Analyses (BPAs) were the automation of the College's application process and the ability for students to purchase parking permits online [IVA1.6a, IVA1.6b].
- **Campus Website**
  In fall 2013, the College decided to redesign its website. The Superintendent/President hired a consultant to work with the Associate Dean of Instructional Technology and Director of Information Systems to design and implement a more student-focused website. The website team met with students, faculty, administrators, and staff to survey needs and expectations, conduct design meetings and usability testing, and training of the Content Management System [IVA1.7].
- **Early Childhood Education Lab**
  The College transformed its Child Development Center (CDC) from a childcare unit to a learning laboratory for the Early Childhood Education (ECED) program. Initially, ECED faculty identified a need for a learning lab to support ECED students. The College recognized that restructuring the CDC from a childcare facility to a learning lab allowed for better alignment with the institutional mission of student learning. Discussion of this transformation began in Program Reflections [IVA1.8a, p. 136; IVA1.8b, p. 60], continued into Program Review [IVA1.8c], and ultimately, the Board of Trustees [IVA1.8d, p. 15; IVA1.8e]. Discussion involved participation from multiple constituencies, including faculty, staff, and administration. The CDC began operation under the new structure in fall 2015.

Conclusion: Monterey Peninsula College meets Standard IVA1.

Evidence Cited:

IVA1.1 Board Policy 2010: Shared Governance
IVA1.2 Auto Tech Skills Lab Policies & FAQs
IVA1.3 Veterans' One-Stop Center
IVA1.4 Student Health Services Counseling
IVA1.5 College Council Recommendations, 10/22/13
IVA1.6 Business Process Analysis Results
  a. Human Resources
  b. Admissions & Records
IVA1.7 Website Update Process and Timeline
IVA1.8 Child Development Center Transition Discussion
  a. Program Reflections Compilation, 2012-2013, p. 136
  b. Program Reflections Compilation, 2013-2014, p. 60
  c. Program Review ECD Program Review, p. 18, 23-24, 33-36
  d. Governing Board Minutes, 8/27/14, Item R, p. 15
  e. Governing Board Minutes, 9/8/14

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose bodies.

Evidence of Meeting the Standard

- Board Policy 2010: Shared Governance formally authorizes participatory governance structures at MPC. This policy provides for the participation of faculty, staff, and students in district and College governance through standing (and when necessary, *ad hoc)* committees, while preserving the rights and responsibilities of the Governing Board as the ultimate authority in areas defined by state laws and regulations [IVA2.1].
- Monterey Peninsula College authorizes administrators, faculty, and staff to participate in decision-making processes through its Board Policies, internal procedures, and committee bylaws [IVA2.1, IVA2.2, IVA6, IVA2.9].
- The College also authorizes and encourages students to participate in decision-making, especially in matters in which students have a direct and reasonable interest [IVA2.7]

Analysis and Evaluation

Monterey Peninsula College authorizes administrators, faculty, and staff to participate in decision-making processes through policies and committee bylaws. The College also authorizes and encourages students to participate in decision-making, especially in matters in which students have a direct and reasonable interest. Written policies and procedures for participation

in the decision-making process exist in several forms. These include Board Policies, the *Curriculum Basics Handbook*, and bylaws of many of the primary governance committees including the College Council, the Academic Senate, and various other operational committees and governance groups.

Board Policy 2010: Shared Governance formally authorizes participatory governance structures at MPC [IVA2.1]. This policy provides for the participation of faculty, staff, and students in district and College governance through standing (and when necessary, *ad hoc)* committees, while preserving the rights and responsibilities of the Governing Board as the ultimate authority in areas defined by state laws and regulations. The framework established by this policy ensures that all constituencies at the College have clearly defined, representative pathways for participation in the planning, operations, and decision-making activities of the College. Committees have enough structure so that constituencies know where and how to participate, but also have enough flexibility to allow collaboration between groups when necessary.

In 2014, the College began revision of its 2009 Shared Governance Handbook [IVA2.2], in order to better document and communicate participatory governance practices in use at the College. The 2014 update to this handbook was intended to serve as a guide for all who wish to become more involved with institutional decision-making discussions, and included descriptions of organizational and governance structures, institutional constituencies, and primary committees. Prior to approval of the revised handbook, however, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve efficiency, flexibility, and timeliness of responses [IVA2.3]. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes based on the results of CBT's evaluation. As part of this task, the work group has been charged with producing two new handbooks to document decision-making processes, governance structures, and integrated planning processes [IVA2.4]. These handbooks will replace the 2009 Shared Governance Handbook.

Other documents that outline the manner in which administrators, faculty, staff, and students participate in decision-making processes include:

- CAC Handbook
  This guide details the procedures for proposing and revising courses and programs, including both administrative review and thorough review by the Curriculum Advisory Committee (CAC) [IVA2.5]. CAC membership includes administrative deans, Academic Affairs staff, and faculty from each instructional division, counseling, the library, and the School of Nursing.
- Committee Bylaws
  Governance and operational groups on campus operate with bylaws that specify the

composition and membership (including provisions for student members), processes for member appointment, charge and scope of the committee, and information about meetings [IVA2.6a, IVA2.6b, IVA2.6c, IVA2.6d, IVA2.6e, IVA2.6f].

Students are encouraged to participate in y of the College's decision-making processes as appropriate. The Governing Board includes a Student Trustee, and many committee bylaws provide for a student member [IVA2.7, see also examples in IVA2.6a-f]. Students participate on College Council, the Academic Senate, and the Accreditation Steering Committee, among others.

Through the direction of the Associated Students of Monterey Peninsula College (ASMPC), students participate in student government and sit on campus committees. ASMPC provides coordination and support for student activities and organizations, while increasing the cooperation between students, faculty, and the community. ASMPC also provides a forum for the expression of student opinion and develops student initiative and responsibility while ensuring equal rights for all students of Monterey Peninsula College [IVA2.1, IVA2.8; see also Standard II.C.4].

Board Policy 5045: Lines of Responsibility [IVA2.9] explains how ideas make their way through the College governance structure. Per policy, the Superintendent/President delegates administrative responsibility to department heads, the division chairpersons, and the administrative officers, as consistent with respective job descriptions. While the intent of the policy is not to create a rigid pattern of authority or prevent a free flow of communication and assistance, it does establish general lines of communication. Thus, College members share ideas through their departments and divisions. Ideas with potential for greater system-wide impact then can be raised for discussion in campus-wide committees by the department head, division chair, or administrator. In most cases, such ideas are also documented in action plans, program review, instructor reflections, and/or program reflections; these ideas may also come up for discussion as advisory groups, Academic Senate, and/or College Council review and discuss these documents.

An example of how these procedures supported positive change is reflected in enhancements for the ESL department. In its most recent program review, the ESL department indicated that its existing staffing levels made it difficult to complete program support tasks [IVA2.10]. ESL faculty described problems associated with helping ESL students navigate the application, assessment, and enrollment processes in their fall 2014 Program Reflections [IVA2.11, p. 14]. These challenges were shared with the Basic Skills committee, which determined that a designated ESL counselor would benefit the ESL department and its students. The Basic Skills Committee created a plan to hire a part-time temporary ESL counselor to support students through the application, assessment, and enrollment processes [IVA2.12]. College Council

supported the plan and recommended its implementation to the Superintendent/President. Through these committee discussions, Student Services recognized the need as well, and used categorical funds to hire a full-time counselor responsible for providing support to ESL students.

Members of the College appear to have a fairly good idea of how such processes work. According to the 2014 Faculty and Staff Accreditation Survey, 56% of respondents strongly or somewhat agreed with the following statement: "College staff, at all levels, have a substantive and clearly defined role for input in institutional governance." 22% disagreed with the statement, and approximately 18% didn't know [IVA2.13].

Written policies and procedures are widely available, and clearly explain the roles of administrators, faculty, and staff participate in decision-making processes. The College also makes provisions for and appreciates student participation in decision-making processes. The processes enable wide participation in policy development, curricular revision, planning, and resource allocation. The new handbooks related to decision-making guidelines and governance structures under development in spring 2016 will further enhance College-wide understanding of and communication about the manner in which constituencies work together on policy, planning, and special-purpose committees appropriate to their role.

Conclusion: Monterey Peninsula College meets Standard IV.A.2.

Evidence Cited

IVA2.1 Board Policy 2010: Shared Governance
IVA2.2 Shared Governance Handbook (2009)
IVA2.3 CBT Recommended Projects
IVA2.4 CBT Workgroups: Governance & Integrated Planning
IVA2.5 Curriculum Advisory Committee Handbook
IVA2.6 Sample Committee Bylaws
- a. College Council
- b. Academic Senate
- c. Academic Affairs Advisory Group
- d. Administrative Affairs Advisory Group
- e. Student Services Advisory Group
- f. Institutional Committee on Distance Education

IVA2.7 Board Policy 1030: Student Member of the Governing Board
IVA2.8 ASMPC Website
IVA2.9 Board Policy 5045: Lines of Responsibility
IVA2.10 ESL Program Review
IVA2.11 ESL Program Reflections: Fall 2014, p. 14
IVA2.12 Basic Skills Proposal: ESL Counselor
IVA2.13 2014 Faculty and Staff Accreditation Survey

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

- Board Policy 2010: Shared Governance clearly defines the role of administrators in governance processes and exercise a substantial voice in institutional policies, planning, and resource allocation that relate to their areas of responsibility and expertise [IVA3.1]
- Board policies establish the role of the Academic Senate in matters of institutional governance related to academic and professional matters [IVA3.1, IVA3.2].
- College committees are structured to include administrators and faculty, as appropriate to their roles and areas of expertise [IVA3.3].

Analysis and Evaluation

College administrators have a clearly defined role in governance processes and exercise a substantial voice in institutional policies, planning, and resource allocation that relate to their areas of responsibility and expertise. Board Policy 2010: Shared Governance specifies that administrators are to be consulted when policies and procedures are implemented that may have a significant effect on their areas [IVA3.1]. Administrators also participate in one or more leadership groups, depending on their specific areas of responsibility and expertise. For example, the Dean of Instruction with responsibility for distance education and instructional technology co-chairs the Institutional Committee on Distance Education; the Vice President of Administrative Services chairs the Budget Committee, etc. [IVA3.3f, IVA3.3g].

The Superintendent/President provides policy recommendations to the Board and administers board policies. Vice presidents serve as the chief administrative officer for their respective units. The three vice presidents report to the Superintendent/President and participate in the President/Vice Presidents group, which functions as an executive cabinet. Each vice president also chairs an Advisory Group comprised of departmental leaders in his/her administrative unit and serves on College Council [IVA3.3a, IVA3.3b, IVA3.3c, IVA3.3d].

Faculty have the opportunity to participate in governance processes through membership in the College Council, the Academic Senate, the Curriculum Advisory Committee, the three advisory groups, and institution-wide committees (e.g., Institutional Committee on Distance Education, Basic Skills Committee, Learning Assessment Committee, etc.) [IVA3.3a, IVA3.3b, IVA3.3c, IVA3.3d, IVA3.3f]. Faculty participate in the planning and resource allocation process through their division chair or representative who sits on the Academic Affairs Advisory Group or Student Services Advisory Group. The role of faculty is primary in areas of academic and professional matters through the Academic Senate, to whom the Board of Trustees has agreed to

rely primarily upon for recommendations on these issues [IVA3.1, IVA3.2]. In addition, the Curriculum Advisory Committee membership includes faculty members from each instructional division, counseling, the library, and the School of Nursing (see Standard IV.A.4) [IVA3.3e].

Conclusion: Monterey Peninsula College meets Standard IV.A.3.

Evidence Cited:

IVA3.1 Board Policy 2010: Shared Governance
IVA3.2 Board Policy 2005: Academic Senate
IVA3.3 Committee Bylaws
- a. Academic Affairs Advisory Group
- b. Administrative Services Advisory Group
- c. Student Services Advisory Group
- d. College Council Bylaws
- e. Curriculum Advisory Committee
- f. Institutional Committee on Distance Education
- g. Budget Committee

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

- Established board policies specify that program, curriculum, and course development require appropriate involvement of the faculty and Curriculum Advisory Committee (CAC) in all processes and outline faculty duties and responsibilities with regard to student learning [IVA4.1, IVA4.4, IVA4.5].
- CAC membership includes faculty representatives from the instructional divisions, counseling, the library, and the School of Nursing, as well as all Academic Affairs deans [IVA4.3].
- Faculty participate in Program Review and learning outcomes assessment processes (i.e., Program and Instructor Reflections) [IVA4.6, IVA4.8, IVA4.9]

Analysis and Evaluation

Board Policy 3010: Curriculum Development and New Course Approval [IVA4.1] specifies that program, curriculum, and course development require appropriate involvement of the faculty and Curriculum Advisory Committee in all processes. In support of Board Policy 3010, faculty are primarily responsible for making recommendations regarding curricular additions, deletions, and revisions. As discussed in Standard III.A.2, faculty job announcements include clear expectations of faculty role in development and review of curriculum. The Curriculum Advisory Committee (CAC) reviews all curricular proposals and revisions for courses and programs submitted by fellow faculty members, and provides resources for faculty engaged in curriculum

development [IVA4.2]. CAC membership includes faculty representatives from the instructional divisions, counseling, the library, and the School of Nursing, as well as all Academic Affairs deans [IVA4.3].

Monterey Peninsula College relies on the expertise of its faculty and academic administrators for all decisions and recommendations that directly affect student learning. Within each instructional discipline, faculty members design and implement learning programs and services, assess student learning in those programs and services, and evaluate the effectiveness of their learning programs and/or services. Responsibilities outlined in Board Policy 5320: Teaching Faculty Duties and Responsibilities establish instructors' responsibilities with regard to the classroom setting, for example, providing a written syllabus and description of grading system, and submitting necessary reports related to learning [IVA4.4]. The College's Academic Freedom Policy further emphasizes the responsibilities of faculty related to student learning. For example, the policy clarifies that faculty have responsibility for methods of evaluation, formulation of objectives or outcomes consistent with the course description, and assignment of final grades. This policy also gives individual instructors the right and responsibility to select texts and educational materials for their courses based on their professional training and expertise [IVA4.5].

Faculty job announcements also outline specific responsibilities related to all aspects of student learning. Typically, stated responsibilities include use of effective teaching and assessment methods, evaluating student work using criteria relevant to course content and SLOs, and participation in course scheduling, program review, and curriculum development [IVA4.6].

Academic administrators support the role of faculty in respect to student learning and services by overseeing faculty evaluation processes, assisting with program review, overseeing course scheduling processes, promoting participation in instructor/program reflections, and ensuring effective allocation of resources, and participating on hiring committees [IVA4.7].

Program review requires participation by faculty and academic administrators as a means of advancing student learning and achievement. Faculty members participate directly in the development and authoring of program review for their respective instructional, library, and counseling programs. The program review in Academic Affairs requires faculty members to assess the effectiveness of instructional programs using a variety of criteria including student achievement data and attainment of student learning outcomes. Program review in Student Services requires its faculty members to address similar criteria in addition to program data, program compliance, prior program review impact, program costs, and budget requests (action plans). Academic administrators participate through the review process as a member of the program review support team. Each support team also includes two faculty members.

Faculty participate in the College's Instructor and Program Reflections process on a regular basis. To demonstrate that they are engaged in thinking about what students are learning, how students are learning, and how best to improve student learning, faculty complete Instructor Reflections for courses they teach. They then meet with other faculty to discuss their findings and plans, as well as to discuss programmatic issues and opportunities [IVA4.9, p. 45-58]. These reflections are collected by the academic administrators and shared with their respective advisory group, as described in Standard I.B.2.

Conclusion: Monterey Peninsula College meets this Standard IV.A.4.

Evidence Cited:

IVA4.1 Board Policy 3010: Program, Curriculum, and Course Development
IVA4.2 Curriculum Advisory Committee Handbook
IVA4.3 Curriculum Advisory Committee Membership
IVA4.4 Board Policy 5320: Teaching Faculty Duties and Responsibilities
IVA4.5 Board Policy 4030: Academic Freedom
IVA4.6 Sample Faculty Job Announcements
IVA4.7 Job Description: Dean of Instruction
IVA4.8 Faculty Handbook 2015-2016, p. 45-58

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

- Board Policy 2010: Shared Governance specifies the composition of participatory governance committees to include representation by faculty, management personnel, students, and classified employees [IVA5.1].
- College constituencies provide input into institutional plans, policies, curricular change, and other issues of institutional importance through participation or representation on campus committees. The institution structures committees to ensure consideration of relevant perspectives [IVA5.2].
- Per Board Policy 3010: Program, Curriculum, and Course Development, the College relies primarily on the Curriculum Advisory Committee (CAC) in the development of curricular offerings. The CAC meets twice per month to ensure that timely review of course proposals [IVA5.3, IVA5.4].
- To ensure effective and thorough consideration of these matters, College Council Bylaws provide for two readings of action items, the first reading for information/discussion purposes, and the second reading for approval. Board policy stipulates a similar approach for review of board policies and the institutional mission and goals [IVA5.2a, IVA5.10].

Analysis and Evaluation

The College's organizational structure and governance processes provide for the participation of all members of the campus community in discussion of issues significant to the institution while preserving the decision-making authority of the Board of Trustees. Board Policy 2010: Shared Governance specifies the composition of participatory governance committees to include representation by faculty, management personnel, students, and classified employees, and outlines the scope of their role in campus governance. BP 2010 specifically names the Academic Senate as the representative of faculty in making recommendations to the administration and to the Governing Board regarding academic and professional matters, such as curriculum, degree and certificate requirements, grading policies, educational program development and standards, governance structure as related to faculty roles, and program review processes [IVA5.1].

College constituencies provide input into institutional plans, policies, curricular change, and other issues of institutional importance through participation or representation on campus committees. The institution structures committees to ensure consideration of relevant perspectives. For example, the membership of the Institutional Committee on Distance Education includes faculty, staff, and administrators with direct connection to and knowledge of instructional technology and/or online teaching and learning [IVA5.2a]. Likewise, each administrative unit of campus (i.e., Academic Affairs, Administrative Services, and Student Services) has an advisory group comprised of faculty, staff, and administrators with expertise relevant to and helpful for decision-making in the unit [IVA5.2b, IVA5.2c, IVA5.2d]. Issues of institutional importance planning, resource allocation, and institutional review processes, culminate in discussions at College Council. College Council's membership reflects all constituencies on campus and its recommendations to the Superintendent/President signify institutional support for decisions [IVA5.2e].

Decision-making Aligned with Expertise/Responsibility

The Governing Board, as elected representatives of the citizens of the District, assures the College fulfills its mission to meet the educational needs of the community and holds final authority for institutional policies and decisions and allocation of District resources [IVA5.5].

The Superintendent/President, as the Executive Officer of the Governing Board, advises the Board regarding initiation and formulation of institutional policies and is responsible for executing the Board's decisions [IVA5.6]. The Superintendent/President also has the authority to issue any administrative procedures needed to implement Board policies [IVA5.7].

The organization of the College ensures informed decision-making. The College is grouped into three administrative units (Academic Affairs, Student Services, and Administrative Services), each led by a vice president and a team of deans and/or managers. The three vice presidents

report to and advise the Superintendent/President regarding their respective areas and institutional matters. Each vice president chairs an advisory group for his or her administrative unit (i.e., Academic Affairs Advisory Group, Administrative Services Advisory Group, Student Services Advisory Group). Vice presidents are also members of College Council. Through this structure, the expertise and concerns of the three administrative areas are incorporated into the recommendations, plans, and decisions made by College Council, the Superintendent/President and ultimately, the Board of Trustees.

The students' voice is also represented by the Student Trustee who has an advisory vote on all decisions before the Governing Board [IVA5.8, IVA5.9, p. 2]

Timely Action on Institutional Plans, Policies, Curricular Change

The organizational and governance structures described above enable the College to develop the annual budget, and to review and recommend institutional plans and policies for Board adoption. To ensure effective and thorough consideration of these matters, College Council Bylaws provide for two readings of action items, the first reading for information/discussion purposes, and the second reading for approval. Board policy stipulates a similar approach for review of board policies and the institutional mission and goals [IVA5.10]. In 2015, for example, College Council discussed the President's budget proposal when he outlines expected revenue and expenditures for the following year. On August 11, 2015, College Council reviewed a final draft budget, discussing items such as one-time and on-going expenditures, growing FTES, and becoming more efficient. On August 25, 2015, College Council completed a second reading of the final draft budget and voted unanimously to recommend the budget to the Board for approval [IVA5.11a, Item 4; IVA5.11b, Item 4].

The College's governance structure provides opportunities for consultation with campus constituencies, and ensures that relevant expertise and input are considered in the decisions made regarding institutional plans and policies. In the 2014 Faculty and Staff Survey, 83.7% of respondents indicated that they know how to participate and provide input to the planning process; 80.4% of respondents agreed with the statement, "I know my area's program review and actions plans are integrated into the College's planning and resource allocation process" [IVA5.12].

During the preparation of this Self-Evaluation Report, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve efficiency, flexibility, and timeliness of governance at the College. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes based on the results of

CBT's evaluation. The College anticipates the recommendations of the workgroup by the end of the spring 2016 semester. Implementation of these recommendations will increase effectiveness of governance structures at the College.

Conclusion: Monterey Peninsula College meets the Standard IV.A.5.

Actionable Improvement Plan:
The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Evidence Cited:

IVA5.1 Board Policy 2010: Shared Governance
IVA5.2 Committee Bylaw/Membership Examples
- a. Institutional Committee on Distance Education
- b. Academic Affairs Advisory Group
- c. Administrative Services Advisory Group
- d. Student Services Advisory Group
- e. College Council

IVA5.3 Board Policy 3010: Program, Curriculum, and Course Development
IVA5.4 Curriculum Advisory Website (Meeting Agendas & Minutes)
IVA5.5 Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVA5.6 Board Policy 1050: Executive Officer of the Governing Board
IVA5.7 Board Policy 1415: Issuance of Administrative Procedures
IVA5.8 Board Policy 1030: Student Member of the Governing Board
IVA5.9 Board Minutes, 6/24/15, Items 9-10, p.2
IVA5.10 Board Policy 1045: Actions of the Governing Board
IVA5.11 College Council Minutes
- a. Aug. 11, 2015, Item 4
- b. Aug. 25, 2015, Item 4

IVA5.12 2014 Faculty and Staff Accreditation Survey

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- The College documents and communicates decisions and relevant information across the institution through channels including campus emails, minutes of College Council and Governing Board meetings, and face-to-face reports at departmental meeting [IVA6.1 – IVA6.2]

- Processes for decision-making regarding resource allocation and planning are outlined in the Annual Planning and Resource Allocation Process, Integrated Planning diagrams, and Shared Governance Handbook [IVA6.3, IVA6.4, IVA6.5]

Analysis and Evaluation

The College documents and communicates decisions and relevant across the institution through channels including campus emails, minutes of College Council and Governing Board meetings, and face-to-face reports at departmental meetings [IVA6.1, IVA6.2a]. Committee meeting agendas and supporting documents are posted on committee websites in advance, and minutes of meetings are posted after meetings to document decisions and dialogue [IVA6.2b]. The majority of committees hold "open" meetings, allowing non-committee members (including members of the public) to attend and observe. All College Council meetings are open to the public, and members of the campus community are encouraged to attend. Additionally, representatives of the College community give reports at monthly meetings of the Governing Board. In addition to reports from the Superintendent/President and vice presidents of Academic Affairs, Administrative Services, and Student Services, the Board invites the College Council co-chairs and Academic Senate president provide verbal reports on institutional discussions and actions each month. These reports become part of the written record of the meeting, and are posted publicly on the Board website.

Processes for decision-making regarding resource allocation and planning are outlined in the Annual Planning and Resource Allocation and Integrated Planning diagrams and the Shared Governance Handbook [IVA6.3, IVA6.4, IVA6.5]. Final decision-making authority regarding approval of the District's annual budget and resource allocations and adoption of the mission and the institutional goals (a key component of the integrated planning process), resides with the Governing Board. The campus receives notice of all Board meetings through All-User emails and meeting agendas are available to the public on the Board's webpage [IVA6.6]. All actions of the Board are documented in the meeting minutes.

In order to more effectively document and communicate decision-making processes, the College began a major revision of its 2009 Shared Governance Handbook in 2014. The 2014 update to this handbook was intended as a reference guide to institutional decision-making processes, and included descriptions of organizational and governance structures, institutional constituencies, and primary committees. Prior to the completion and approval of the updated handbook, however, the College engaged the external consulting firm Collaborative Brain Trust (CBT) to conduct an external review of areas of College operations, including decision-making and governance structures. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to clarify roles, improve efficiency, and increase shared understanding of procedures.

In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes based on the results of CBT's evaluation. As part of this task, the work group has been charged with producing a new handbook outlining decision-making processes and governance structures [IVA6.7, IVA6.8]. This new decision-making guide will replace the previous Shared Governance Handbook, and serve to communicate decision-making processes much more effectively.

Conclusion: Monterey Peninsula College meets Standard IV.A.6; however, there are opportunities for improved effectiveness with regard to documentation and communication of processes. The College documents processes for decision-making and communicates these processes widely across the institution. However, since most of the communication is through email and the College website, campus members who do not avail themselves of these modes of communication may be less aware of the decision-making. The College anticipates that the handbook under development by the CBT work group will improve documentation, communication, and shared understanding of decision-making procedures.

Actionable Improvement Plan:
The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Evidence Cited:

IVA6.1 Sample ALL USERS emails
IVA6.2 Committee Website Examples (Agendas & Minutes Postings)
  a. College Council
  b. Academic Senate
IVA6.3 Planning and Resource Allocation Model
IVA6.4 Integrated Planning Model
IVA6.5 Shared Governance Handbook (2009)
IVA6.6 Governing Board Website (Agendas & Minutes)
IVA6.7 CBT Recommended Projects
IVA6.8 CBT Workgroups: Governance and Integrated Planning

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

- College Council facilitates discussions related to the evaluation of institutional processes such as integrated planning, strategic planning, and resource allocation IVA7.1, IVA7.7, IVA7.8].

Analysis and Evaluation

College Council facilitates discussions related to the evaluation of institutional processes such as integrated planning, strategic planning, and resource allocation [IVA7.1]. In addition to this institution-level evaluation, individual governance groups evaluate decision-making policies and procedures specific to their area of responsibility. For example, the Governing Board has ultimate responsibility for evaluating the integrity and effectiveness of Board Policies; the Academic Senate evaluates decision-making processes related to academic and professional matters; and advisory groups evaluate the processes and policies for their respective areas [IVA7.2]. As the College evaluates and revises its policies, procedures, and processes, it documents the evaluation process and resulting revision in meeting minutes.

Evaluating Governance and Decision-making Policies, Procedures, and Processes

Board Policies

In spring 2012, the President's Office conducted an evaluation of the Board Policy review process and determined that the College needed a more streamlined approach in order to stay current in its review. The Superintendent/President recommended that MPC adopt policy language provided by the Community College League of California (CCLC), allowing localization where necessary [IVA7.2, IVA7.3]. Due to challenges resulting from administrative turnover, the update process has largely been on hold. The College resumed its policy review and adoption process in fall 2015.

Institutional Procedures and Processes

College Council facilitates the review and evaluation of most of Monterey Peninsula College's governance and decision-making processes, including the planning and resource allocation process. College Council guided several changes to this process during the most recent accreditation cycle. After an evaluation in 2012, College Council recommended revisions to the planning and resource allocation process to make links to the Education Master Plan and the Superintendent/President's annual budget planning assumptions more explicit. At the same time, changes were made to the timing of when advisory group and program review priorities are reviewed to allow for better incorporation of these priorities into annual planning [IVA7.4a, IVA7.4b, IVA7.4c].

In 2013, the planning and resource allocation was again evaluated and updated to intentionally reflect priorities resulting from student learning assessment dialogue as part of the process

[IVA7.4d, IVA7.4e]. Other updates that emerged from evaluation of institutional procedures and processes include:

- Clarification of the role of course and program-level student learning outcomes assessment (i.e., Instructor and Program Reflections) in the planning and resource allocation process [IVA7.5 p. 2];
- Adjustment of the College's multi-year strategic planning process with a more effective and realistic timeframe, lengthening institutional goals from three years to six [IVA7.6];
- Development of an Institutional Action Plan to support ongoing evaluation of College progress toward institutional goals and objectives. The Action Plan includes specific initiatives attached to each goal, as well as lead responsibility, measurable outcomes, target dates, data needs, progress updates, and potential next steps for each initiative [IVA7.4f, IVA7.7]. As the College's TracDat implementation continues, the Action Plan will be built into TracDat for easier collection and reporting of data and communication of results (see QFE Action Project #2).

Bylaws

All governance groups at the College review bylaws periodically to ensure accuracy of roles and promote shared understanding of processes. When necessary, groups amend bylaws in order to improve the effectiveness of decision-making or clarify procedures. For example, College Council revised its bylaws in 2013 to emphasize the importance of student learning, and incorporate the Student Learning Outcome and Program Reflections process in the Council's procedures [IVA7.1]. Bylaws are posted on committee websites for members of the campus community.

Communicating Results after Evaluation of Institutional Processes

Institutional leaders, including the Superintendent/President, administrators, and faculty leaders, communicate the results of evaluations and any subsequent revisions of processes or and policies to the institution through presentations at committee meetings, campus forums, and Flex days, as well as through written minutes of committee meetings. Administrators, managers, division chairs, and committee leaders share information about process revisions with the campus at large during division and unit, advisory group, and management team meetings. The College continues to look for other effective methods of communicating improvements implemented as the result of institutional evaluation.

Conclusion: Monterey Peninsula College evaluates its governance and decision-making processes and procedures. However, the College could improve the effectiveness of its evaluations by making the procedures and timelines for evaluation more explicit. In addition, the College could improve its communication of the results of its ongoing evaluation and more clearly link the results of the evaluation to subsequent improvements.

During the preparation of this Self-Evaluation Report, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations, including governance and decision-making structures [IVA7.8]. Based on its evaluation, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve their effectiveness. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes—including regular processes and timelines for process evaluations—based on the results of CBT's evaluation. The College anticipates the recommendations of the workgroup by the end of the spring 2016 semester, including recommendations for more effective procedures for regular evaluation of decision-making communication of how the evaluation results are used in improvements.

Actionable Improvement Plan:

The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Evidence Cited:

IVA7.1 College Council Bylaws
IVA7.2 Original Policy Revision Assignments
IVA7.3 Revised Board Policy Review Process
IVA7.4 College Council Minutes
- a. 4/17/2012
- b. 5/1/2012
- c. 5/12/2012
- d. 4/17/2013
- e. 6/11/2013
- f. 9/22/2015

IVA7.5 Resource Allocation Diagram, p.2
IVA7.6 Integrated Planning Model
IVA7.7 Institutional Action Plan
IVA7.8 CBT Recommended Projects

Standard IV.B: Chief Executive Officer

IV.B.1 **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

- The Superintendent/President serves as the chief executive officer for Monterey Peninsula College, and has primary responsibility for the quality of the institution. Board Policy 1050 names the specific duties and responsibilities of the Superintended/President, including:
    - Executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action;
    - Professional advisor to the Board; and,
    - Delegation of any powers and duties entrusted to the office by the Board and specific responsibility for the execution of such delegated powers and duties.

  This delegation of authority gives the Superintendent/President the primary responsibility for ensuring the quality and effectiveness of the institution, and for enabling fulfillment of the institutional mission [IVB1.1].
- The Superintendent/President provides oversight and leadership for planning and budgeting. As a member of College Council, the Superintendent/President participates directly in institutional dialogue related to the ongoing planning and decision-making at the College, and establishes planning assumptions for budget development and resource allocation processes. The Superintendent/President also has the responsibility for communicating all planning and budgetary matters to the Board of Trustees [IVB1.2 – IVB1.3].
- The Superintendent/President has responsibility in all personnel matters, including selection, assignment, and transfer of employees, in accordance with Board policies, administrative regulations, and existing collective bargaining agreements. The Superintendent leads the President/Vice Presidents (P/VP) group, which serves as an executive cabinet, to ensure coordination and collaboration within Academic Affairs, Student Services, and Administrative Services. The Superintendent/President makes final selection of managerial and faculty hiring candidates, and approves staff candidate selections made by vice presidents [IVB1.4 – IVB1.6]
- 2015 Faculty and Staff Accreditation Survey

Analysis and Evaluation

In order to fulfill the duties assigned to him/her by the Board of Trustees [IVB1.1, IVB1.4], the Superintendent/President provides leadership in activities related to planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The

Superintendent/President also has the responsibility for communicating all planning and budgetary matters to the Board of Trustees.

Planning, Organizing, and Budgeting

As an active member of College Council, the Superintendent/President participates directly in institutional dialogue related to the ongoing planning and decision-making at the College [IVB1.2]. The College Council facilitates MPC's Planning and Resource Allocation processes and makes recommendations to the Superintendent/President to help ensure that the institution allocates resources to improve student learning and maintain regulatory compliance, using evidence from Program Review, outcomes assessment processes, and other institutional evaluations to support its recommendations. The College Council also leads the effort to develop and periodically review the institutional mission statement and long-term goals. The Superintendent/President informs College Council about broader contextual issues and listens to input from members as a means of leading and supporting collaborative planning efforts.

As part of the annual resource allocation process, the Superintendent/President releases annual planning assumptions in the fall in order to guide and inform budget development and resource allocation planning throughout the year. As a part of the College's resource allocation process, the Superintendent/President shares his planning assumptions with the College Council. The assumptions reflect broad College-wide goals, and provide enough specific information to direct planning activities for the upcoming year. For example, in the 2015-2016 budgetary planning assumptions, the Superintendent/President:

- prioritized the preparation and submission of MPC's Institutional Self Evaluation Report;
- indicated the District's working expectations about revenue projections and state funding;
- directed the College to focus on maximizing enrollment growth strategies through avenues such as an annual schedule, increased community education offerings, better partnership with CSU-Monterey Bay; and
- recommended preparations begin in order to meet Affordable Care Act requirements [IVB1.3].

The Superintendent/President's planning assumptions inform the resource allocation planning, provide a foundation for the budget development process, and set a general tone for the strategic direction of the College. In the 2015-2016 Planning Assumptions, the Superintendent/President suggested that working more closely with CSU-Monterey Bay would help to maximize the College's potential for gaining enrollment. As a result, the College began work on aligning its academic calendar with CSUMB's academic calendar. Both calendars are now much more closely aligned.

Selecting and Developing Personnel

The Superintendent/President provides effective leadership as he selects and develops personnel at the College, including full-time, tenure-track faculty and management personnel. Following established procedures, the Superintendent/President interviews candidates recommended by the individual hiring committees. For Afterwards, the Superintendent/President meets with members of the selection committee to discuss the finalists and share perspectives on each candidate's qualifications. The Superintendent/President makes the final decision regarding which candidate to hire [IVB1.5, IVB1.6].

For some administrative hiring processes, the Superintendent/President may gather input from the campus community, as well. During the hiring process for the Vice President of Academic Affairs in Spring 2015, a hiring committee interviewed applicants and forwarded the names of finalists to the Superintendent/President. He then interviewed each of the final candidates and conducted campus-wide interview forums to allow all College personnel a chance to hear from the finalists. After allowing members of the campus to share their perspectives via written feedback forms, the Superintendent/President met with the committee, completed reference checks, and determined which finalist would be offered the position.

Assessing Institutional Effectiveness

In order to ensure institutional quality and make decisions that support the mission of the College, the Superintendent/President monitors institutional effectiveness indicators, including institution-set standards, student achievement and student learning data, progress reports on institutional goals, and accreditation-related reports and documents. The Superintendent/President meets regularly with the Institutional Research Director, Accreditation Liaison Officer, SLO Coordinator, and other relevant personnel to stay informed on the progress toward these goals. He also ensures that these indicators are shared at both College Council and Board of Trustee meetings. During the 2013-2014 academic year, for example, the Superintendent/President directed the Director of Institutional Research to develop a series of reports to the Board of Trustees that focused on effectiveness indicators, including those related to student success, equity, student achievement, and system-wide institutional effectiveness requirements [IVB1.6].

The results of the 2014 Faculty and Staff Accreditation Survey 2014 indicate that the majority of the College community believes that the current Superintendent/President (hired in December 2013) demonstrates effective leadership. When asked to respond to the statement "the College president provides effective leadership in defining goals, developing plans, and establishing priorities for the institution," 66% percent of respondents reported that they agreed with the statement [IVB1.7].

Conclusion: Monterey Peninsula College meets Standard IV.B.1.

Evidence Cited

IVB1.1 Board Policy 1050: Executive Officer of the Governing Board
IVB1.2 College Council Bylaws

IVB1.3 2015-2016 Planning Assumptions
IVB1.4 Employment Agreement and Position Description
IVB1.5 Full Time Faculty Hiring Procedures
IVB1.6 Administrator/ Manager Hiring Procedures
IVB1.7 Student Success Reporting Calendars
IVB1.8 2014 Faculty and Staff Accreditation Survey

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

- Board Policy 5525 (Administrative Organization) gives the Superintendent/President the authority to organize an administrative structure and assign staff in the manner that best serves the needs of students and meet the goals of the District [IVB2.1].
- In accordance with Board Policy 2000 (Organization Chart), the Superintendent/President maintains a current organization chart to outline the administrative structure of the College and illustrate how responsibilities for College functions have been delegated to reflect the institution's purpose, size, and complexity. The organization charts illustrate broadly how responsibilities have been delegated within the current administrative structure, and show reporting lines from the Superintendent/President to the vice presidents of Academic Affairs, Student Services, and Administrative Services, the associate dean of Human Resources, Director of Institutional Research, and the executive director of the Foundation. Responsibilities are further delegated within each of these areas, as appropriate [IVB2.2; see also Organizational Charts (SER, p. 41-44)].

Analysis and Evaluation

In accordance with Board Policy, the Superintendent/President delegates authority to administrators and others as appropriate, in order to fulfill the needs and mission of the institution [IVB2.1]. The vice presidents of Academic Affairs, Administrative Services, and Student Services have been delegated primary responsibility for the operations of their respective administrative units. The vice presidents meet weekly with the Superintendent/President to discuss institutional issues from an administrative perspective. These weekly Presidents/Vice Presidents (PVP) meetings provide the Superintendent/President with an opportunity for additional oversight of each administrative unit, as well as ongoing evaluation of the effectiveness of administrative structure.

The Office of Human Resource reports directly to the Superintendent/President through the Associate Dean of Human Resources. This reporting structure allows the Superintendent/President to provide oversight and evaluation for matters related to general

staffing and personnel issues, including issues related to hiring, performance, and development of all campus personnel.

To ensure that the organization of the institution reflects its purposes, size, and complexity, the Superintendent/President evaluates the structure's effectiveness in several ways. Regular meetings between the Superintendent/President and his direct reports provide opportunities for ongoing evaluation of each function. During weekly Presidents/Vice Presidents (PVP) meetings, each Vice President has an opportunity to report on those responsibilities delegated within his or her unit. Conversations about institutional issues at these meetings also allow for indirect assessment of the effectiveness of delegation of responsibility within each individual administrative unit. Additionally, the Superintendent/President meets monthly with all managers as a group to ensure that all College administrators have the opportunity to participate in conversations about new, developing, and ongoing issues affecting the institution.

Ongoing evaluation of the effectiveness of administrative structures also occurs during the annual review of progress toward institutional goals. Each year, administrative units and service areas submit an Annual Update of the Institutional Action Plan for any institutional objectives and/or initiatives for which they bear primary responsibility. An annual update of the Institutional Action Plan includes an explanation of measurable progress made toward each strategic goal, and outlines the actions and/or resources necessary for continued progress. The Vice Presidents share these documents at College Council as part of the Annual Planning and Resource Allocation Process, where they are considered as part of ongoing planning and evaluation efforts. The Superintendent/President guides this process and participates actively in dialogue; this participation provides another avenue through which to evaluate the effectiveness of the administrative structures in place to support and enable achievement of the institution's goals.

The institution's organization chart is reviewed annually to ensure that it accurately reflects current staffing assignments for existing personnel [IVB2.2]. When changes to the organizational structure are warranted in order to better support the institution's size, purpose, or complexity, the Superintendent/President initiates the change within the campus community. For example, during the 2014-2015 academic year, the College created a student success plan and student equity plan to meet new state mandates. During the planning process, the Vice President of Student Services and his planning team determined additional staff would be required to effectively manage and oversee the accomplishment of these plans. With the support of the Superintendent/President, the Vice President of Student Services proposed four new positions, including a Director of Student Equity and Success, two categorical services coordinators, and an additional counselor [IVB2.3].

The Superintendent/President also appropriately distributes existing staff to fill short-term needs. After a search to replace the outgoing Vice President of Student Services was unsuccessful, the Superintendent/President asked the Dean of Student Services to cover the responsibilities during

the search for an interim administrator. Likewise, when the Vice President of Academic Affairs position became vacant, the Superintendent/President asked the Dean of Instructional Planning to manage the responsibilities of that position until an Interim Vice President was hired [IVB2.4, see Items 14M & N, p. 12].

The Superintendent/President also serves as an *ex-officio* member of the MPC Foundation Board of Directors. The Foundation endeavors to support the academic excellence of Monterey Peninsula College faculty and students through raising funds for student scholarships, instructional and library materials, faculty awards, facilities improvements and academic programs. Membership on the Foundation Board provides the Superintendent/President with an opportunity to ensure that the support received from the Foundation aligns with the purpose, size, and complexity of the institution, and ultimately supports the fulfillment of the mission.

Conclusion: Monterey Peninsula College meets Standard IV.B.2.

Evidence Cited:

IVB2.1 Board Policy 5525: Administrative Organization
IVB2.2 Board Policy 2000: Organization Chart
IVB2.3 Student Services Re-organization
IVB2.4 Board Meeting Minutes, 8/27/14 (see Items 14M and N, p. 12)

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

- Board Policy 1050 authorizes the Superintendent/President to guide institutional improvements in support of the institutional mission through the administration of Board Policies and establishment of administrative procedures [IVB3.1].

Analysis and Evaluation

Establishing a Collegial Process that Sets Values, Goals, and Priorities

The Superintendent/President has established collegial integrated planning processes to guide institutional improvements of the teaching and learning environment by enabling shared information gathering and decision-making that involves all stakeholders (see Standard IV.A). Integrated planning activities at Monterey Peninsula College generally fall into one of two cycles: a long-term (six-year) cycle of strategic planning or an annual cycle of planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the institutional goals that enable the fulfillment of MPC's institutional mission [IVB3.2, IVB3.3]. The Superintendent/President plays a key role in guiding and shaping both long and short-term planning by helping to establish funding priorities aligned with the mission, goals, and values of the institution [e.g., IVB3.4].

Ensuring Institutional Performance Standards for Student Achievement

As the institution moves through the multi-year and annual resource allocation processes, it reviews the key indicators for student learning and achievement (including both institution-set standards for student achievement and assessment of learning outcomes), and considers how performance against those standards might inform resource allocation plans. During these discussions, the Office of Institutional Research assists with the analysis of data and provides important context about external and internal factors that could affect student learning and achievement. This information provides context, and helps to ensure that both annual needs and longer-term strategic plans respond to institutional needs while remaining aligned with the mission. The College Council considers resource allocation or planning recommendations that emerge from these discussions; as a member of the College Council, the Superintendent/President participates actively in the dialogue.

Ensuring Evaluation and Planning Rely on High Quality Research

The Superintendent/President directs the Office of Institutional Research to provide data in support of Institution-Set Standards, student success, student equity, and other critical data-driven concerns. This Office reports directly to the Superintendent/President and shares information on a consistent basis to such groups as the Academic Senate, College Council, and the Board of Trustees. To ensure high quality research, the Office of Institutional Research regularly consults institutional research offices at other community colleges regarding common issues and best practices. The Superintendent/President and Director of Institutional Research work together to develop an annual research agenda and a calendar of reports to be given to the Governing Board [IVB3.5]. Institutional data and analysis are available on the webpage for the Office of Institutional Research. The OIR website also provides information pertaining to student and community demographics and links to system-wide data and reporting tools [IVB3.6].

Integrating Educational Planning with Resource Planning and Distribution

As an *ex-officio* member of College Council, the Superintendent/President guides and directs the implementation of the College's integrated planning process. Both the integrated planning process and the institutional mission prioritize student learning. Through the integrated planning

process, the mission, objectives, action plans, and the allocation of resources are linked to educational planning and the support and improvement of student learning and achievement.

The Superintendent/President also ensures that educational planning and resource allocation are linked during program planning or improvements, as well. For example, the President also recognized that changes to the Early Childhood Education and the Child Development Center could improve learning and achievement for students in the ECED program. As such, he directed the department chair of ECED and the director of the Child Development Center to research other community college Early Childhood Education and Child Development Center programs to use as potential models when realigning resources to enhance the existing program.

Establishing Procedures to Evaluate Overall Institutional Planning

The annual resource allocation process includes an annual review of progress toward institutional goals and objectives. During the 2015-2016 academic year, College Council developed an Institutional Action Plan form in order to improve the effectiveness of this review. The new form clarifies responsibilities, allows for more measurable evaluation of progress, and will be easier to revise as new initiatives emerge to forward each objective [IVB3.7]. The Superintendent/President recommended that the College implement TracDat and transfer the Institutional Action Plan to that interface, in order to improve the linkages between the Institutional Action Plan, unit action plans, and student achievement and learning results [IVB3.8]

Conclusion: Monterey Peninsula College meets Standard IV.B.3.

Evidence Cited

IVB3.1 Board Policy 1050: Executive Officer of the Governing Board
IVB3.2 Planning and Resource Allocation Model
IVB3.3 Integrated Planning Model
IVB3.4 2015-2016 Planning Assumptions
IVB3.5 Student Success Report Calendars
IVB3.6 OIR Website
IVB3.7 Institutional Action Plan
IVB3.8 Board Meeting Minutes, 9/23/15 (see Item 14E, p. 6)

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

- The Superintendent/President has the responsibility to ensure that the institution complies with all regulations and requirements to which it is subject; this includes regulations and

requirements related to accreditation. As the chief executive officer of the College, Superintendent/President bears the primary leadership role for accreditation, and ensures that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times [IVB4.1, IVB4.2].

Analysis and Evaluation

The Superintendent/President provides leadership in accreditation-related matters, and ensures that the institution follows the processes and structures in place to enable compliance. Through these processes, the Superintendent/President empowers members of all campus constituencies (faculty, staff, administrators, and students) to play a role in the institution's ongoing compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies.

The Superintendent/President provides leadership on accreditation efforts in several ways. Both the current Superintendent/President and his immediate predecessor have helped the campus understand the broader implications of accreditation standards and eligibility requirements by helping to embed these requirements into existing institutional processes, as well as by referencing them during shared governance discussions [IVB4.3]. For example, when College Council recommended revising the mission statement and Institutional Goals, the Superintendent/President recognized that accreditation Standards provided a framework for several goals under consideration and recommended that specific objectives related to each goal should reference accreditation as an influence where relevant [IVB4.4].

During the most recent accreditation cycle, the Superintendent/President has demonstrated leadership of the College's accreditation activities by:

- Including accreditation-related content in his addresses to the campus during the Flex Day activities that begin each semester;
- Discussing accreditation-related issues in weekly President/Vice Presidents (PVP) meetings;
- Meeting regularly with the ALO to discuss accreditation-related topics (including the Self-Evaluation Report, site visit preparations, the ACCJC Annual Report, Institution-set Standards, etc.);
- Hosting campus events related to the College's self-evaluation and site visit preparation, including campus-wide open forums and a kick-off event for all self-evaluation writing teams;
- Attending ACCJC-sponsored events and trainings, including initial self-evaluation team training (March 2014) and the CEO/ALO Accreditation Conference (April 2015);
- Convening and chairing an *ad hoc* work group tasked with improving the College's outcomes assessment practices at the course and program level (September 2015); and
- Serving as a member of an ACCJC site visit team (October 2015).

The Superintendent/President also ensures that the Board receives regular updates on accreditation-related matters, and provides accreditation-related training for the Governing Board. As noted above, the Superintendent/President meets regularly with the College's Accreditation Liaison Officer to discuss compliance issues and plan accreditation-related communication to the Governing Board and campus at large.

Although the Superintendent/President bears the primary responsibility for the College's ongoing compliance with accreditation requirements, assuring compliance requires institution-wide participation. All campus personnel, including faculty, staff, and administrators, assure compliance through participation in institutional processes such as program review, action planning and resource allocation, and dialogue around outcomes assessment and evaluation. Accreditation-related documents, including Institutional Self-Evaluations, Midterm Reports, and Substantive Change Requests, receive a review and discussion in shared governance committees.

Conclusion: Monterey Peninsula College meets Standard IV.B.4.

Evidence Cited

IVB4.1 Board Policy 1050: Executive Officer of the Governing Board
IVB4.2 Employment Agreement and Position Description
IVB4.3 2015-2016 Planning Assumptions
IVB4.4 Institutional Goals, 2014-2020

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

- Board Policy authorizes the Superintendent/President to administer the policies adopted by the Board and carry out all duties specifically assigned to a President or Superintendent of a District by the California Education Code and/or Title 5 of the California Code of Regulations [IVB5.1]
- Board Policy clearly outlines expectations for budget development, and effective control of budget and expenditures. The Superintendent/President administers this policy and ensures that the institution meets its requirements, through both direct actions and delegation of tasks to appropriate personnel (e.g., Vice President of Administrative Services) [IVB5.2].

Analysis and Evaluation

In order to ensure that the institution's practices remain consistent with its mission and policies, the Superintendent/President oversees integrated planning processes on campus, including the multi-year strategic planning process and the annual planning and resource allocation process

[IVB5.3, IVB5.4]. Per established Board Policy, the Superintendent/President and/or the Vice President of Administrative Affairs present budgetary information to the Board each month in public session to ensure timely distribution of fiscal information [IVB5.5]. The financial reports include the district's monthly budgets and any subsequent budget transfers, as well as any bills and warrants. Any Board action on these items takes place in public session.

The Superintendent/President ensures that institutional practices remain consistent with the mission and policies of the College through oversight of integrated planning processes. Throughout the multi-year strategic planning process and the annual planning & resource allocation process, all goals, objectives, and resource allocation requests link to institutional objectives or student learning outcomes, which in turn, directly link to the institutional mission.

Each year in early October, the Superintendent/President shares the budgetary planning assumptions for the upcoming planning cycle with the campus community through the shared governance structure. As the annual planning and resource allocation process proceeds, these planning assumptions inform the discussion and lead to more transparency around broader issues and external requirements that inform the budgeting process [IVB5.6].

The Superintendent/President provides additional budgetary planning assumptions when warranted. For example, in Sept. 2013, the Superintendent/President asked College Council to facilitate a campus-wide discussion about cost-cutting actions the College could take as it began the annual budgeting process. The Superintendent/President worked with the campus community to develop a set of criteria to frame that conversation and guide ongoing planning and resource allocation decisions as the budget was being balanced [IVB5.7]. These guiding principles were strongly tied to the institutional mission and kept the needs of students at the front of the discussions.

The Superintendent/President exercises fiscal constraint and oversight, and ensures that resource allocation decisions best meet the needs of the campus. For example, the Presidents/Vice Presidents' group (PVP) reviews all vacant classified positions to consider the needs of the department where the vacancy ranks in the context of overall institutional needs [e.g., IVB5.8].

During the 2014 Faculty and Staff Accreditation Survey, faculty and staff were asked to respond to the statement "The College president ensures the implementation of statues, regulations, and Board policies." 62.4% of respondents agreed with that statement, while 28.6% responded that they did not know [IVB5.9].

Conclusion: Monterey Peninsula College meets Standard IV.B.5.

Evidence Cited

IVB5.1 Board Policy 1050: Executive Officer of the Governing Board
IVB5.2 Board Policy 6200: Budget Preparation
IVB5.3 Planning and Resource Allocation Model

IVB5.4 Integrated Planning Model
IVB5.5 Board Policy 6300: Fiscal Management
IVB5.6 2015-2016 Planning Assumptions
IVB5.7 College Council Memo, 10/2/13
IVB5.8 Sample Classified Position Requests
IVB5.9 2014 Faculty and Staff Accreditation Survey

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- The Superintendent/President works and communicates effectively with the communities served by the institution. He acts as an effective and visible ambassador for MPC, attending events in the communities served by the District and working with the Board of Trustees and the MPC Foundation to raise awareness of the College in the community [IVB6.1 – IVB6.2].

Analysis and Evaluation

The Superintendent/President communicates with the external communities served by the institution in several ways. Each month, the superintendent/President gives written and oral reports to the Board of Trustees on outreach and communication activities within the communities served by the institution [e.g., IVB6.1a, p. 9; IVB6.1b, p. 9; IVB6.1c, p. 3 & 5]

In addition, the Superintendent/President and MPC Foundation have jointly sponsored an annual "President's Address to the Community" each May since 2007, with the goal of raising community awareness of MPC, its programs, and the achievements of its students and faculty [IVB6.2]. During his address, the Superintendent/President highlights institutional successes from the past year, outlines upcoming challenges, and presents the President's Award to a member of the community in recognition of his/her outstanding contributions to the College. On average, over 350 community leaders, faculty, staff, and student ambassadors attend the event each year.

Conclusion: Monterey Peninsula College meets Standard IV.B.6.

Evidence Cited

IVB6.1 Sample S/P Reports to the Board
  a. Board Meeting Minutes, 3/25/15 (Item 16B, p. 9)
  b. Board Meeting Minutes, 11/19/14 (Item 16B, p. 9)
  c. Board Meeting Minutes, 8/27/14 (Items 12B & 12M, p. 3 & 5
IVB6.2 Sample Address to the Community Event Descriptions

Standard IV.C: Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Monterey Peninsula Community College District Governing Board has established policies that ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution [IVC1.3], including:

- Board Policy 1005: Composition and Authority of the Governing Board [IVC1.1]
- Board Policy 1007: Specific Duties and Responsibilities of the Governing Board [IVC1.2]
- Board Policy 2005: Academic Senate [IVC1.4]
- Board Policy 2010: Shared Governance [IVC1.5]
- Board Policy 3010: Program, Curriculum, and Course Development [IVC1.8]
- Board Policy 2105: Budget and Finances [IVC1.10
- Board Policy 2106: Budget Standards and Policy [IVC1.11]

Analysis and Evaluation

The Monterey Peninsula Community College District Governing Board has primary responsibility for establishing policies that ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board derives this authority from California Education Code, its own internal policies, and the electorate of the District [IVC1.1].

The MPC Governing Board consists of five members elected to four-year terms by the residents of the five trustee areas within the District, as specified by Board Policy 1005. The Board also includes a student trustee, who is selected annually by the Associated Students of Monterey Peninsula College (ASMPC). In accordance with Board Policy 1005, the Governing Board acts as an independent policymaking body with authority to establish policies that assure the quality, integrity, and effectiveness of the institution's student learning programs and financial stability.

Per California Education Code (§70902) and Board Policy 1007, the Governing Board has ultimate responsibility for determining the broad general policies that govern the operation of the College. In particular, Board Policy 1007 specifies the areas of authority held by the Governing Board, including those duties and responsibilities directly related to academic quality, integrity, effectiveness, and financial stability [IVC1.2]. For example, the Board:

- Selects, appoints, and evaluates the Superintendent/President, and takes appropriate steps to ensure that the Superintendent/President is accountable to the Board and the institution;
- Functions as the legislative and policy-making body charged with the oversight and control of the College, leaving the executive function to the Superintendent/President;
- Approves and evaluates the educational programs of the College, in accordance with recommendations from the Superintendent/President and other appropriate personnel; and
- Reviews and adopts the annual budget, approving the expenditure of all funds and assuring the financial solvency of the District.

In addition to the policies set to guide and direct its own operation and clarify its areas of responsibility, the Board establishes policies that enable all campus constituencies to work together to fulfill the College mission. Policies are grouped into chapters/series by functional area [IVC1.3]. Through these broad policies, the Board assures the quality of the institution by establishing parameters for the operations and procedures that support academic quality, integrity, and effectiveness of student learning programs and services.

Several Board policies provide more specificity about how the Board assures academic quality, integrity, and effectiveness. Board Policies 2005 and 2010 recognize the Academic Senate as the faculty's primary representative for the formulation and revision of District policies on academic and professional matters, and indicate that the Board "shall elect to rely primarily" upon the advice and judgment of the Academic Senate with regard to these topics [IVC1.4, IVC1.5]. To facilitate this reliance, the Academic Senate president gives a brief report at the monthly Board meetings in order to keep the Board informed of academic and professional matters, including topics related to the quality and effectiveness of student learning programs. One such topic that has been the focus of the College over the past accreditation cycle is Student Learning Outcomes (SLOs). Over a period of several years, the College created and implemented processes for evaluating SLOs. Appropriately, the Board has delegated responsibility for implementing, evaluating, and improving processes for SLO assessment, while at the same time taking an active interest in the results of the efforts and how they relate to accreditation requirements [IVC1.6, see Item 16A, p. 9].

Likewise, Board Policy 3010 (Program, Curriculum, and Course Development) outlines the Board's reliance on the Curriculum Advisory Committee for professional review of all aspects of MPC's curriculum development and new course approval process [IVC1.7]. The Curriculum Advisory Committee (CAC) reviews new and revised curriculum, and ensures that all curriculum meets standards of rigor, depth, and quality established by Title 5 of the California Code of Regulations, California Education Code, and Chancellor's Office requirements. Relying on CAC recommendations, the Superintendent/President recommends course and program approvals and significant curricular changes to the Board. Board reports from the Vice President of Academic

Affairs apprise Board members of SB 1440 transfer programs designed to meet state mandates and student need, as well as any significant changes that occur as part of ongoing curriculum review processes.

The Governing Board also has the authority to establish policies to ensure the financial stability of the District. Board Policy 6200: Budget Preparation makes it clear that MPC must have a balanced budget in place on an annual schedule that complies with state law and regulations [IVC1.8]. Board Policy 6210: General Fund Reserve requires that the College maintain a reserve of 10% of its unrestricted operating budget, to protect the College from unexpected emergencies [IVC1.9]. The College has been in compliance with this policy since its inception in May 2000.

Although the Board Policies do not cover all laws and requirements that apply to the District, they do provide direction to the Governing Board and to the Superintendent/President of the District as they work together to fulfill the mission of the College. For some topics, Board Policies supplement or provide more specific direction than what might be outlined by law or accreditation standards alone. The Board makes its policies available publicly through its website [IVC1.3].

Conclusion: Monterey Peninsula College meets Standard IV.C.1.

Evidence Cited

IVC1.1 Board Policy 1005: Composition and Authority of the Governing Board
IVC1.2 Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC1.3 Board Policy Website and Archive
IVC1.4 Board Policy 2005: Academic Senate
IVC1.5 Board Policy 2010: Shared Governance
IVC1.6 Board Minutes, 2/23/15; Item 16A, p. 9
IVC1.7 Board Policy 3010: Curriculum Development and New Course Approval
IVC1.8 Board Policy 6200: Budget Preparation
IVC1.9 Board Policy 6210: General Fund Reserve

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

- Board Policies establish the expectation that Board members act collectively in support of the Board's decisions [IVC2.1 – IVC2.3].

Analysis and Evaluation

The Governing Board Code of Ethics and Conduct (Board Policy 1000) requires Board members to "abide by and uphold the final majority decision of the Board," as well as to "understand and remember that individual Board members have no legal authority to represent the College

outside of Board meetings" [IVC2.1]. Board Policy 1005 further specifies that Board members have authority "only when acting as a Board of Trustees in session or at the direction of a majority of the Board" [IVC2.2].

Board Policy 1045 requires a quorum of three public members of the Governing Board to be present in order to transact business. This policy also requires that Board actions require an affirmative vote by three members. In such actions where law requires a two-thirds majority vote, four affirmative votes are required for action [IVC2.3]. While non-unanimous votes have been rare occurrences at the board level over the past several years, in every case, Board members who initially expressed minority viewpoints have supported the Board's decision after the vote was taken, both publicly and privately.

All individual board members have taken the Effective Trustee Workshop training program offered by the Community College League of California, which highlights the areas of responsibility and effective Board member behavior outlined in Board Policies 1000 and 1005. Ongoing informal board training continues to emphasize these two policies and the importance of acting as a unit.

Campus perception of the Board's level of compliance with its own policies tends to be mostly positive. The 2014 Faculty and Staff Accreditation survey asked participants to respond to the statement "The Board of Trustees acts in a manner consistent with published Board policies and/or by-laws." In the survey, 49.3% of the respondents either agreed or strongly agreed with the statement, compared with only 1.3% who disagreed or somewhat disagreed. The remaining 45.3% of the respondents indicated they did not know [IVC2.4].

Conclusion: Monterey Peninsula College meets Standard IV.C.2.

Evidence Cited:

IVC2.1 Board Policy 1000: Code of Ethics and Conduct
IVC2.2 Board Policy 1005: Composition and Authority of the Governing Board
IVC2.3 Board Policy 1045: Actions of the Governing Board
IVC2.4 2014 Faculty and Staff Accreditation Survey, section 4

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The MPC Governing Board adheres to clearly defined policies and procedures for selecting and evaluating the Superintendent/President of the College:

- Board Policy 1007: Specific Duties and Responsibilities of the Governing Board authorizes the Governing Board to select, appoint, and evaluate the Superintendent/President of the College [IVC3.1].
- Board Policy 5510: Superintendent of the District and President of the College authorizes the Board to set the length of the Superintendent/President's term, as well as to determine the amount of compensation and the terms of service for the contract [IVC3.2].
- The Board specifies the procedures it will follow for the annual evaluation of the Superintendent/President in the Superintendent/President's contract [IVC3.3].

Analysis and Evaluation

The Board formalized its current procedure for selecting the Superintendent/President in 2006. Because the process worked well in 2006, the Board made no significant changes to the procedure for the selection of the current Superintendent/President in 2012 [IVC3.4]. In both instances, the selection procedure ensured transparency around the process and provided opportunities for input from faculty, staff, and administrators. A description of the process follows.

1. Shortly after the previous Superintendent/President announced his retirement in spring 2012, the Board hosted two public meetings for faculty, staff, administrators, and students. Discussion in open forums focused on the characteristics desirable in the next Superintendent/President and provided an initial opportunity for campus feedback.
2. The Board selected an individual Trustee to chair the search committee on behalf of the Board. This Trustee then convened a search committee consisting of faculty, staff, administrators, and community members.
3. Using the list of desired characteristics generated during the public forums, the search committee prepared a position brochure that outlined the position and described the College.
4. The search committee engaged an outside consulting firm to facilitate the search process, recruit potential candidates, conduct reference checks, and act as a resource to the search committee during the search.
5. Once the application period closed, the search committee completed an initial paper screening of candidates, and selected a subset of the candidates to interview in person. Based on these interviews, the search committee selected a smaller number of candidates whom they fully supported to present to the Board of Trustees (three in 2006; four in 2012). The Board of Trustees interviewed each of the second-round candidates in person. On the day of his/her second interview, each candidate also spoke at a public forum on campus. Attendees of the public forums had an opportunity to ask questions, as well as to provide written feedback to the Board on the individual candidates.
6. The consultant conducted in-depth reference checks on the four candidates.

7. On the basis of the interviews, reference checks, and feedback from the public forums, the Board selected one finalist.
8. A site visit team consisting of Board members, staff, faculty, and administrators visited the finalist's campus to interview that College's staff, faculty, and administrators about the finalist's merit, and his qualifications to serve in the role of Superintendent/President. The site visit team presented their findings to the full Board at a public meeting on October 24, 2012.
9. Based on the site visit, interviews, reference checks, and feedback from the public forums, the Board of Trustees offered the position to the finalist, with a contract effective December 17, 2012.

Board Policy 5510 authorizes the Governing Board to set the length and terms of service of the Superintendent/President's contract [IVC3.2]. While the specific procedure used by the Board to evaluate the S/P each year has not been codified into policy, the contract does outline the evaluation procedures that will be used [IVC3.3]. Per the terms of the contract, the Board evaluates the Superintendent/President annually.

The minutes of public Board meetings provide evidence of this ongoing evaluation for both current Superintendent/President and his immediate predecessor. For example, agendas from the June 2013, June 2014, and September 2015 meetings reference the closed session agenda item: "Public Employee Performance Evaluation: Superintendent/President" [IVC3.5a, IVC3.5b, IVC3.5c]." The evaluation process is similar to other College evaluation processes. It involves the participation of a variety of campus members, a self-evaluation and other appropriate materials, and a review by those in a supervisory role.

Conclusion: Monterey Peninsula College meets Standard IV.C.3.

Evidence Cited

IVC3.1 Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC3.2 Board Policy 5510: Superintendent of the District and President of the College
IVC3.3 Superintendent/President Evaluation Procedures
IVC3.4 Report on Search Progress, 3/2/12
IVC3.5 Board Minutes:
- a. 6/26/13
- b. 6/25/14
- c. 9/23/15

IV.C.4 The governing board is an independent policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

- The MPC Governing Board reflects the public interest through its of five members, elected by the residents of five trustee areas within the Monterey Peninsula Community College District. Members of the public may attend open sessions of all Board meetings, and have an opportunity to speak during public comments. To foster ease of public access to its meetings, the Board holds meetings at all three of its physical locations during the year [IVC4.1 – IVC4.3].
- In accordance with Board Policy 1300: Conflict of Interest, no individual Board member has financial interests in any contract or purchase order authorized by the Board. Additionally, Board Policy 1045: Actions of the Governing Board specifies the quorum needed for transactions of business, as well as the number of affirmative votes necessary for the Governing Board to take any action. These two policies, together with the Code of Conduct outlined in Board Policy 1000, help ensure that the Governing Board acts as an independent policy-making body, protected from undue political pressure [IVC4.5 -- IVC4.7].

Analysis and Evaluation

Since the 2010 Institutional Self-Evaluation and site visit, the MPC Governing Board has completed its transition from being elected at large to being elected through trustee areas. This composition allows for more direct representation of the interests of the communities within the District. The Board recognizes its responsibility to the communities it serves. As per Board Policy 1025, members of the public are invited to address the board at every board meeting [IVC4.2]. The agenda for each public board meeting includes a dedicated time reserved for public comment. Meeting attendees are also invited to comment on specific agenda items as they arise during the course of the meeting. To help foster ease of public access to its meetings, the Board schedules four public meetings in the cities of Marina and Seaside each year: two at the Marina Education Center, and two at the Public Safety Training Center in Seaside. The remaining public meetings are held on the main campus in Monterey. Meeting times and locations are set at the Board's annual organizational meeting each December.

Each public meeting agenda also includes dedicated places for comments from Academic Affairs, Administrative Services, and Student Services, as well as from the Academic Senate, College Council, the Associated Students, the MPC Foundation, and the two bargaining units representing classified staff and faculty [IVC4.3, see p. 5, 12, 17].

Outside of regular Board meetings, Board members recognize their responsibility to act as liaisons between the College and the community at large. All trustees advocate for the College in their communities, and trustees whose trustee areas include cities regularly attend city council meetings to provide updates about MPC and attend many community events. Additionally, the Board stays abreast of state- and system-wide educational issues of importance to the institution.

A Board subcommittee focuses on legislative advocacy at the state level, and every board meeting includes a discussion of pending legislation potentially affecting the College. For example, the Board was strongly involved in lobbying the California Community College Chancellor's Office and state legislature regarding the Student Success Task Force and subsequent SB1456 legislation, and one MPC trustee currently sits on the Student Success Scorecard Advisory Committee at the Chancellor's Office. The Board also fosters relationships with local representatives to the California State Assembly and Senate, meeting with them both in Sacramento and in their local offices as warranted.

The Governing Board follows Brown Act procedures, both to comply with regulation, and as an outward sign of its commitment to serving the public interest and protecting the institution from undue influence or political pressure. In closed session meetings, Board members only discuss topics required to be discussed in closed session, such as personnel matters, expulsions, collective bargaining issues, and potential litigation. Except for those items approved in closed session (and then announced in public session), all official actions of the Board are taken in public session. Consistent with a strict interpretation of the Brown Act, Board members are careful to avoid any discussion of College-related issues with one another outside of regular meetings.

In accordance with Board Policy 1300: Conflict of Interest, no individual Board member has financial interests in any contract or purchase order authorized by the Board. Additionally, Board Policy 1045: Actions of the Governing Board specifies the quorum needed for transactions of business, as well as the number of affirmative votes necessary for the Governing Board to take any action. These two policies, together with the Code of Conduct outlined in Board Policy 1000, help ensure that the Governing Board acts as an independent policy-making body, protected from undue political pressure [IVC4.4, IVC4.5, IVC4.6].

Conclusion: Monterey Peninsula College meets Standard IV.C.4.

Evidence Cited

IVC4.1 Board Policy 1005: Composition and Authority of the Governing Board
IVC4.2 Board Policy 1025: Public Appearance before the Board and Conduct of the Board Meetings
IVC4.3 Sample Board Agendas (see Recurring Reports, p. 5, 12, 17)
IVC4.4 Board Policy 1300: Conflict of Interest
IVC4.5 Board Policy 1045: Actions of the Governing Board
IVC4.6 Board Policy 1000: Code of Ethics and Conduct

IV.C.5 The governing board establishes policies consistent with the college mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

- Board Policy 1005: Composition and Authority of the Governing Board specifies that actions of the Governing board must be consistent with the purpose for which the College was established, i.e., fulfilling the mission of the College [IVC5.1]
- The Board-approved mission statement and institutional goals explicitly state the purpose of the institution and provide a framework for planning, resource allocation, and improvements related to student learning programs and services at all levels of the institution [IVC5.2].
- The Board's policies are intended to focus the District upon its mission and on institutional success and to foster public understanding and support of the District and its educational programs [IVC5.3].

Analysis and Evaluation

Board policies are grouped into chapters/series by functional area. Through these broad policies, the Board assures the quality of the institution by establishing parameters for the operations and procedures that support academic quality, integrity, and effectiveness of student learning programs and services. Together, the Board Policies outline how the Governing Board operates, and communicate the Board's expectations for the operation of the College, the quality of its academic programs and student services, and its financial health. For example, Board Policy 1007 specifies that the Board shall be responsible for the approval of the annual budget and fund expenditures, assuring the financial solvency of the District, ensuring proper accounting of all District funds, and providing for an annual audit of the District's finances. Likewise, policies related to Academic Affairs demonstrate how the Board intends to carry out its responsibilities related to educational quality. Board Policy 3010: Program, Curriculum, and Course Development specifies the Board's expectations for and role in program and curricular development; Board Policy 3020: College Catalog requires that the Board approve each edition of the College Catalog [IVC5.4, IVC5.5].

Evidence of the effectiveness of the Governing Board's policies can be seen in the purposeful actions and discussions related to quality, integrity, and improvement at monthly Board meetings. Each month, the Board hears and discusses institutional reports on topics such as student achievement and success, student equity, accreditation, and institution-set standards. During regular monthly meetings, the Board approves curriculum recommendations, and takes action on matters such as financial expenditures and facilities plans as part of its responsibilities for the overall functioning of the institution. Through its actions, the Board establishes expectations for quality, integrity, and improvement of student learning programs and services and monitors the College's progress toward fulfillment of its mission and Institutional Goals.

Conclusion: Monterey Peninsula College meets Standard IV.C.5.

Evidence Cited

IVC5.1 Board Policy 1005: Composition and Authority of the Governing Board
IVC5.2 Mission and Institutional Goals
IVC5.3 Board Policies Website
IVC5.4 Board Policy 3010: Curriculum Development and New Course Approval
IVC5.5 Board Policy 3020: College Catalog

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

- Policies in the 1000 Series of the Board Policies Manual outline the size, duties, responsibilities, structure, and operating procedures of Monterey Peninsula College's Governing Board. Taken together, the 1000 series policies serve as the Board's bylaws [IVC6.1].

Analysis and Evaluation

Board Policies 1005 establishes the size and composition of the Board of Trustees. Board Policy 1007 outlines the duties and responsibilities of the Board, in compliance with the California Education Code §72022 to §72035 [IVC6.2, IVC6.3].

Board Policies 1010: Annual Organizational Meeting and Officers of the Board, 1011: Board Chair, and 1050: Executive Officer of the Board specify the structure of the Governing Board. Board Policy 1010 requires the Board to elect officers of Chair, Vice-Chair, and any others designated as necessary (e.g., Board Policy Review Subcommittee Chair) at an annual organizational meeting. These three policies (BP 1010, 1011, and 1050) also outline the specific duties of the Chair, Vice-Chair, and Executive Officer with respect to the structural composition of the Board [IVC6.4, IVC6.5, IVC6.6].

The remaining policies in Series 1000 (BP 1015 through BP 1435) outline the Board's operational procedures. These policies guide such operational details as meeting times (BP 1015), provisions for public comments at meetings (BP 1020 and 1025), construction of meeting agendas (BP 1021), purpose and structure of closed session (1040), etc. [IVC6.1; see series 1000 policies].

Board Policy 1400 specifies that hard copies of the policies can be found in each administrative and division office, as well as in the MPC Library. However, the Board has made an intentional decision to declare the hard copies of the Policy Manual to be obsolete, and to use its website as the official repository for board policies, as it is easier to maintain than multiple print copies of

the policies manual. As the Board continues to review and update its polices based on CCLC-recommended language, Board Policy 1400 will be revised to reflect this practice.

Conclusion: Monterey Peninsula College meets Standard IV.C.6; however, there are opportunities for continued improvement in this area as the College continues to review and update its Board policies.

Evidence Cited

IVC6.1 Board Policies Website, see 1000 Series
IVC6.2 Board Policy 1005: Composition and Authority of the Governing Board
IVC6.3 Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC6.4 Board Policy 1010: Annual Organizational Meeting and Officers of the Board
IVC6.5 Board Policy 1011: The Board Chair
IVC6.6 Board Policy 1050: Executive Officer of the Governing Board

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Evidence of Meeting the Standard

- Records of MPC Governing Board actions, including meeting minutes and written resolutions, indicate that the Board acts in a manner consistent with its policies and bylaws [IVC7.1 – IVC7.9].
- Board Policy 1009 requires the Board to conduct an annual self-evaluation to ensure effective and efficient board operations (including its compliance with its policies) [IVC7.10 – IVC7.11; see also Standard IV.C.10].
- Board Policy 1007 requires the Board to determine the broad general policies used to govern the operation of the College, and to review these policies periodically [IVC7.12].

Analysis and Evaluation

Records of MPC Governing Board actions, including meeting minutes and written resolutions, indicate that the Board acts in a manner consistent with its policies and bylaws. For example, the Governing Board acts consistently with policies related to the organization and procedures of the Governing Board, including (but not limited to):

- Appropriate composition and authority [IVC7.1, IVC7.2; see also Standard IV.C.9];
- Holding annual organizational meetings and in which officers and a Board chair are selected [IVC7.3, IVC7.4, IVC7.5]; and,
- Adhering to regular, posted meeting times and posting agendas and minutes [IVC7.6, IVC7.7, IVC7.8, IVC7.9]

The Board's annual self-evaluation (see Standard IV.C.10] provides an opportunity for the Board to ensure that it performs in accordance with its bylaws, and set goals for improvement if needed [IVC7.10, p. 6-7].

Board Policy 1007 requires the Board to determine the broad general policies used to govern the operation of the College, and to review these policies periodically [IVC7.11]. The mechanism for Board Policy revision at MPC involves consultation with and input from pertinent functional areas and participatory governance groups on campus. Each Vice President reviews the policies in his or her functional area. For example, the Vice President of Academic Affairs policies related to Academic Affairs and Educational Programs; the Vice President of Student Services evaluates policies related to Student Services; the Vice President of Administrative Services evaluates policies related to Business Services. When appropriate, other groups on campus are asked to evaluate policies and provide input. For example, the Academic Senate also reviews policies pertaining to academic and professional matters, in accordance with established policy [IVC7.12]. Based on this input, the Superintendent/President makes recommendations for policy revisions to the Board's subcommittee on board policies. After review by this subcommittee, the Board entertains two readings of all recommended policy changes, regardless of series. The first reading allows for information, contextual discussion, and potential revision. Board action regarding approval takes place at the second reading of the revision. Revisions to policies related to the Board and its operations also go through this process.

In spring 2012, the President's Office conducted an evaluation of the Board Policy review process and determined that the College needed a more streamlined approach in order to stay current in its review. The College approved an approach to board policy revision, whereby the policy language provided by the Community College League of California (CCLC) would be adopted without modification (including the numbering system), except in limited circumstances where localization was necessary and appropriate [IVC7.13]. Adoption of CCLC policy manual allows the Governing Board to ensure that its policies are up-to-date and in compliance with current legal requirements and Accreditation Standards. The College's goal is to adopt CCLC's policy manual in its entirety.

This extensive update of board policies has been ongoing since 2012. To augment this effort and facilitate faster progress, the Board approved the recommendation of the Superintendent/President to engage an external consultant from CCLC in spring 2016 [IVC7.14]. The consultant will provide technical analysis and support to administrative staff to revise policies and procedures in their areas.

Conclusion: Monterey Peninsula College meets Standard IV.C.7. To increase effectiveness, the College will implement its timeline for adopting CCLC policy language.

Evidence Cited

IVC7.1 Board Policy 1005: Composition and Authority of the Governing Board
IVC7.2 Governing Board Website: Trustee Areas
IVC7.3 Board Policy 1010: Annual Organizational Meeting and Officers of the Board
IVC7.4 Board Policy 1011: The Board Chair
IVC7.5 Sample Operational Meeting Minutes, 12/10/14
IVC7.6 Board Policy 1015: Meeting Times of the Governing Board
IVC7.7 Board Policy 1020: Agenda and Public Notice
IVC7.8 Board Policy 1035: Minutes of Governing Board Meetings
IVC7.9 Board Meetings and Documents Webpage
IVC7.10 Board Meeting Minutes, 11/19/14 (see Items 14G and 14H, p. 6-7)
IVC7.11 Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC7.12 Board Policy 2005: Academic Senate
IVC7.13 Board Policy Review Process, 5/23/12
IVC7.14 Board Meeting Minutes, 2/24/16 (see Item 14M, p. 8)

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

- MPC's Governing Board receives information related to key indicators of student learning and achievement and plans for improving academic quality on a monthly basis, through a standing monthly report from the Office of Institutional Research on topics related to student success [IVC8.2, IVC8.3].
- The Governing Board reviews institution-wide plans for improving academic quality and factors that support academic quality [IVC8.4]. The Governing Board reviews summaries of unit program reviews, which include key indicators of student learning and achievement and plans for improving academic quality at the discipline or division level [IVC8.5].

Analysis and Evaluation

MPC's Governing Board receives information related to key indicators of student learning and achievement and plans for improving academic quality on a monthly basis. Ongoing reports on these topics inform the Board and provide essential context for their decisions as they carry out the duties and responsibilities of the Board outlined in Board Policy [IVC8.1].

Each year, the Office of Institutional Research sets a Student Success Reporting Calendar outlining the schedule of reports related to student learning, student success, and student achievement that will be presented to the Board during the academic year [IVC8.2]. Presentations from the Office of Institutional Research provide the Board with analyses of the current data from the College, and focus on demonstrating how key indicators for student learning and achievement relate to the institution's goals for student success. For example,

presentations on Student Access and Student Equity provided the Board with valuable context for the types of improvements outlined in the institution's Student Equity and Student Success and Support Program plans. The Board also receives annual updates on the College's performance against its institution-set standards.

The Governing Board also reviews institutional plans for supporting academic quality, such as the Educational Master Plan and Technology Plan [e.g., IVC8.3, Item 5G, p. 11; IVC8.4, Item 15D, p. 8]. The Board reviews discipline or division-specific plans for review through summaries of comprehensive program reviews [IVC8.5, Item 14E, p.7].

Conclusion: Monterey Peninsula College meets Standard IV.C.8.

Evidence Cited

IVC8.1 Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC8.2 Student Success Reporting Calendars
IVC8.3 Board Meeting Minutes, 7/25/12 (see Item 5G, p. 11)
IVC8.4 Board Meeting Minutes, 6/25/14 (see Item 15D, p. 8)
IVC8.5 Board Meeting Minutes, 4/22/15 (see Item 14E, p. 7)

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

- Board Policy 1008: Board of Trustees Orientation and Development outlines the general procedures for ongoing board development, including orientation of candidates for the board as well as orientation for new board members [IVC9.1].
- Board Policy 1005 stipulates that board members serve four-year terms of office, and that these terms should be staggered to provide continuity and stability on MPC's Governing Board [IVC9.5].

Analysis and Evaluation

In accordance with Board Policy 1008: Board of Trustees Orientation and Development, anyone interested in running for the Board is invited to one of several orientation sessions that carefully describe the role of the trustee and provide a general orientation to MPC. This procedure ensures that all candidates have a basic understanding of the College and the requirements of the position. Following their election, newly elected board members begin a more in-depth orientation as soon after the election as possible to help them understand both the operations of the District and the responsibilities of the Board. As part of the orientation process, the Superintendent/President provides each incoming board member with materials relevant to board

member responsibilities, including materials related to the California Community College system and a copy of the Brown Act.

The Board recognizes that current members also need ongoing training that will help them to stay abreast of new developments in education and further develop the skills necessary to fulfill their responsibilities as trustees. Board Policy 1008 outlines the types of ongoing development activities that may be useful for board members, including conferences and state meetings, board retreats, and study sessions [IVC9.1].

In recognition of the need for ongoing board development, each year the Board develops a calendar of conferences and meetings that support the needs and performance goals of its members. All Board members are encouraged to attend conferences and/or state meetings, subject to available funds, for the purposes of acquiring skills as Board members, learning about new developments in education and to interact with Board members from other districts. Recent conferences individual trustees have attended include the CCLC Annual Convention in November 2014, and the CCLC Legislative Conference and Board Chair Workshop in January 2015. In both cases, trustees attended with the Superintendent/President. As not all board members attend each conference, attendees typically share a synopsis of the sessions attended with other board members upon their return, which allows all members to gain some of the benefits of attendance [e.g., IVC9.2, Item 13L2d, p. 6].

In 2013, CCLC created a comprehensive program for trustee training entitled Excellence in Trusteeship. Completion of the program requires attendance at a total of 27 workshops and other training sessions, across seven competency areas (accreditation, student success, governance, fiscal responsibilities, board evaluation, ethics training and Brown Act training), over a two-year period. As of this writing, one current MPC Trustee has completed the program – among the first in the state to do so – and a second trustee has completed roughly two-thirds of the program.

The Governing Board uses internal mechanisms for training and board development, as well. On January 23, 2015, the Board held its first retreat in 12 years. The retreat, which was appropriately noticed and open to the public, provided the opportunity for attendees to broadly assess the current and future challenges facing the College, to examine alternative responses to those challenges, and more generally to enhance the working relationship of the Board as a governing body [IVC9.3].

The Board uses *ad hoc* study sessions with staff, faculty and members from the public to examine new developments and/or critical issues. Study sessions are created throughout the year whenever warranted. These sessions, also appropriately noticed and open to the public, allow for a less formal discussion on specified topics than could occur at a regular board meeting. In January 2014, the Board held a public study session on institutional responses to budget-issues.

The session included active participation and comment from students, faculty, and community members [IVC9.4].

Continuity of Membership

The Board complies with Board Policy 1005, which stipulates that board members serve four-year terms of office, and that these terms should be staggered to provide continuity and stability on MPC's Governing Board [IVC9.5]. As of spring 2016, the board membership terms are staggered as follows:

- Trustee Area 1: Elected 2013, term expires 2017
- Trustee Area 2: Elected 2013, term expires 2017
- Trustee Area 3: Elected 2014, term expires 2018
- Trustee Area 4: Elected 2014, term expires 2018
- Trustee Area 5: Elected 2014, term expires 2018 [IVC9.6]

Conclusion: Monterey Peninsula College meets Standard IV.C.9.

Evidence Cited

IVC9.1 Board Policy 1008: Governing Board Orientation and Development
IVC9.2 Board Meeting Minutes, 12/10/14 (see Item 13L.2d, p. 6)
IVC9.3 Board Retreat Minutes, 1/23/15
IVC9.4 Sample Board Study Session Minutes, 1/22/14
IVC9.5 Board Policy 1005: Composition and Authority of the Governing Board
IVC9.6 Board of Trustees Website: Trustee Areas

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

- Board Policy 1009: Board Self Evaluation establishes a clearly defined the process for board evaluation [IVC10.1].
- Per policy, the Board conducts an annual evaluation of its own effectiveness, and reports the results of its evaluation (including areas for improvement) in open session. The Board uses the results of its self-evaluation to set goals for board performance, academic quality, and institutional effectiveness [IVC10.2, IVC10.3].

Analysis and Evaluation

Per policy, the Board conducts an annual evaluation of its own effectiveness, and reports the results of its evaluation (including areas for improvement) in open session [IVC10.1], usually in November or December.

As part of the evaluation process, the Board works with the Office of Institutional Research to conduct an anonymous online survey about perceptions of the Board's performance. Survey participants include faculty, staff and administrators who attend Board meetings on a more than an occasional basis, as well as community members who have occasion to interact with the board on MPC business, such as local police and fire chiefs, the chair of the Citizens Bond Oversight Committee, and officers of the MPC Foundation. Trustees also respond to the survey. Trustees receive only summary results, ensuring that respondent confidentiality is maintained.

Data gathered in this survey serve as one measure of assessment of how well the Board promotes and sustains academic quality and institutional effectiveness. After reviewing and discussing the tabulated survey data, the Board establishes strategies for performance improvement and sets priorities for the following year's evaluation. Through this self-evaluation process, the Board regularly establishes strategies for improving board performance, academic quality, and institutional effectiveness. For example, one of the questions in the survey is "does the board maintain current policies for the guidance of the President, faculty and staff?" In 2014, one-third of the respondents indicated that the board "needs improvement" in this area – a high proportion when compared to the responses to other questions in the survey. In its discussion, the board agreed with that assessment and, as a result, added the item "ensure that the College policy manual is updated, comprehensive and implemented" to its list of 2015 goals [IVC10.2, see Items 14G-H, p. 6-7). In its 2015 self-evaluation, the Board identified "establishment of policies guiding administration of purchasing, accounting, risk management, and other procedures" as an area of satisfactory performance; however, the Board also continued its focus on ensuring that college policies and procedures are updated, comprehensive, and implemented for its 2016 goals [IVC10.3, see Items 14M-N, p. 9-10]

Conclusion: Monterey Peninsula College meets Standard IV.C.10.

Evidence Cited

IVC10.1 Board Policy 1009: Board Self Evaluation
IVC10.2 Board Meeting Minutes, 11/19/14 (see Items 14G and 14H, p. 6-7)
IVC10.3 Board Meeting Minutes, 12/12/15 (see Items 14M and 14N, p. 9-10)

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member

interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

- The MPC Governing Board adheres to the code of ethics and conduct defined in Board Policy 1000 (Code of Ethics and Conduct). Section A of this policy outlines the standards of ethical behavior and conduct required of all Board members. Section B of this policy clearly defines the steps that should be taken to respond to (and if necessary, censure) any behavior that violates the Board's ethical standards [IVC11.1].
- Board Policy 1300 (Conflict of Interest) forbids Board members from having a financial interest in any contract or purchase order authorized by the Board and outlines the rules and categories for disclosure. This policy ensures that any interests Board members (or their families) may have in the College do not interfere with impartiality of the governing board [IVC11.1]

Analysis and Evaluation

The MPC Governing Board adheres to the code of ethics and conduct defined in Board Policy 1000 (Code of Ethics and Conduct). Since the establishment of the College in 1947, the Governing Board has not had to enact its procedures to censure a Board member for unethical behavior or conflict of interest.

The MPC Governing Board complies with Board Policy 1300: Conflict of Interest. Disclosure records demonstrate that the majority of current Trustees have no financial interest in the College that outweighs their greater duty to secure and ensure the academic and fiscal integrity of the institution.

Conclusion: Monterey Peninsula College meets Standard IV.C.11.

Evidence Cited

IVC11.1 Board Policy 1000: Governing Board Code of Ethics and Conduct
IVC11.2 Board Policy 1300: Conflict of Interest: Governing Board and Designated Positions

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

- Through Board Policy 1050: Executive Officer of the Governing Board), the Governing Board delegates full responsibility and authority for the operation of the College to the Superintendent/President, and entrusts him to implement and administer board policies [IVC12.1].
- Language in several policies, including the Board's Ethical Code of Conduct (BP 1000), emphasizes that the Board's role is not to interfere in the operational details of the College, but to entrust the Superintendent/President with that job [IVC12.2].

Analysis and Evaluation

As the board's Executive Officer, the Superintendent/President acts as the professional advisor to the Board and implements and administers policies without interference or micromanagement from the Board. When Board decisions require action at the operational level, the Board charges the Superintendent/President with the authority to execute those decisions without interference. An example of how this delegation has worked in practice can be seen in the 2014 Proposed Goals for the MPC Superintendent/President [IVC12.3], which were discussed and agreed to during the annual evaluation process discussed above in Standard IV.C.3. Each goal has an element of operational action; however, the Board does not specify the specific details of those actions. The Superintendent/President consults with the Board and keeps them informed of actions and progress toward the goals, but the Superintendent/President determines how to achieve the goals, implements those plans, and is accountable for the results. This delegation allows the Governing Board to focus its efforts on policy, rather than operation.

The Board holds the Superintendent/President accountable for the operation of the College through annual performance evaluations, as well as the quarterly written self-evaluations and oral reports received during its monthly public meetings. These accountability measures are discussed in detail above in Standard IV.C.3.

Conclusion: Monterey Peninsula College meets Standard IV.C.12.

Evidence Cited

IVC12.1 Board Policy 1050: Executive Officer of the Governing Board
IVC12.2 Board Policy 1000: Governing Board Code of Ethics and Conduct
IVC12.3 Proposed Goals for the Superintendent/President, 2014-2015

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

- The Governing Board remains informed about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the accredited status of the College through its discussions with the Superintendent/President and presentations from the College Accreditation Liaison Officer at regular meetings [IVC13.1].
- The Governing Board supports the College's efforts to increase its effectiveness [IVC13.2].

Analysis and Evaluation

The Governing Board stays informed about accreditation matters through several channels, including participation in the evaluation of governing board roles during the self-evaluation process. At its monthly public meetings, the Governing Board receives written and oral reports related to the health and progress of the institution. Both the Superintendent/President and the institution's Accreditation Liaison Officer (ALO) regularly provide information related to accreditation (including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status) and inform the Board correspondence received from the Commission [e.g., IVC13.1a, p. 3; IVC13.1b, p. 9; IVC13.1c, p. 11]. This information provides context for the Board as it supports the College's efforts to increase effectiveness excel through the enactment of policy. In recognition of the College's accreditation efforts and initial findings from the SER, the Governing Board adopted a goal related to support for accreditation for the 2016 calendar year [IVC13.2].

During the preparation of the current Self Evaluation Report, the Board participated in the evaluation of the roles and functions of the governing board. One individual trustee represented the Board's perspective as a co-writer for Standard IVC: Governing Board. The Board reviewed the final draft of the self-evaluation report prior to its submission to the Commission, as evidenced by the signatory page at the front of the document.

Conclusion: Monterey Peninsula College meets Standard IV.C.13.

Evidence Cited:

IVC13.1 Board Meeting Minutes
- a. Board Meeting Minutes, 4/23/14 (see Item 13A, p. 3)
- b. Board Meeting Minutes, 1/30/15 (see Item 15B, p. 9)
- c. Board Meeting Minutes, 8/26/15 (see Item 15C, p. 11)

IVC13.2 Board Meeting Minutes, 12/12/15 (see Item 14N, p. 10)

Quality Focus Essay

Monterey Peninsula College has identified three Action Projects that will strengthen connections to student access and success and have a strong, positive effect on institutional effectiveness:

1) implementation of an enrollment management system (EMS),
2) implementation of TracDat, and
3) procurement and implementation of an Enterprise Resource Planning (ERP) system.

These three Action Projects support student access and success in the following ways:

	EMS	TracDat	ERP
Connection to **ACCESS**	• Will provide reports to help the College determine whether it is scheduling classes appropriately (online, evening, weekend) to meet student needs	• Improves compilation of data used in program review and SLOs/SAOs assessment, leading to improvements in service delivery to students	• Will allow College to implement waitlists for courses and communicate waitlist information to students
Connection to **SUCCESS**	• Allows the College to do "year ahead scheduling," which helps students build schedules with program completion more firmly in mind	• Enables College to improve its use of SLO assessment results in planning to increase student success	• Will include a Degree Audit program, allowing both students and Student Services staff to more effectively track progress toward successful program completion

In addition, the three Action Projects will greatly improve institutional effectiveness:

	EMS	TracDat	ERP
Impact on **IE**	• Will provide better productivity data, allowing improved efficiency in scheduling processes, in terms of both staff time and budget resources • Will provide reports to support flexible response during scheduling (capturing the 'what if' factor)	• Streamlined data collection, assessment, and reporting practices • Will generate reports in a consistent format for use in discussions about institutional resource needs (e.g., staff, equipment, facilities, technology, etc.)	• Improved data integrity • Improved data collection and reporting capacity • Improved availability of program completion data

Overview of Action Projects

	EMS	TracDat	ERP Procurement
		Disparate data sources are used to house and locate information, making it difficult to find and use data. MPC chose to contract with TracDat in 2015.	Need for ERP documented in Title 5 grant applications, results of Business Process Analyses (in HR and Admissions & Records), Technology Plan (projects such as EMS and Laserfiche, eTranscripts, OpenCCCApply, OEI Pilot Program)
Spring 2016		● Gather course and program data to input into TracDat ● Begin TracDat configuration	Spring and Fall 2016: BPAs 1. Financial Aid 2. Fiscal 3. Student Success -- 3SP and Equity 4. Schedule Development
Summer 2016	Pilot in AA Office	● Develop Instructor and Program Reflections Templates	
Fall 2016	Train those involved in scheduling	● Implement Course SLOs into TracDat	Investigate funding sources
Spring 2017		● Program Review ● Program-of-study Learning Outcomes	● Develop RFP based on BPA results ● BPA group to be hired to be part of RFP process. -- not yet scheduled
Fall 2017	Evaluate effectiveness of implementation	● Connection to Planning and Resource Allocation Process ● Evaluation of TracDat implementation	
Spring 2018	Evaluate effectiveness of implementation, develop recommendations for any warranted improvements	● Evaluation of TracDat implementation	
Fall 2018	Implement improvements based on evaluation	Implement improvements based on evaluation	
Spring 2019			Explore additional modules (e.g., Starfish)

Action Project 1: EMS

Background

Since the 2013-14 academic year, the College has been engaged in efforts to review and revise scheduling processes to meet student needs, improve success and retention, and increase average class sizes. This is consistent with the College's Institutional Goals and Objectives (see Institutional Goal 1, Objective 1.7). The College also examined scheduling practices during its institutional self-evaluation; specifically, Standard II.A.6 addresses the college's course scheduling as it relates to scheduling courses to facilitate degree completion. During the self-evaluation, the College recognized that its current Student Information System (SIS) had become a barrier to effective scheduling practices, and College personnel have difficulty generating data needed to inform scheduling decisions in an efficient manner. As a result, current scheduling practices are often based on a "rollover" of the previous schedule, rather than on analysis of data that would lead to more strategic schedule-building.

In summer 2015, an *ad-hoc* group comprised of the College president, the three vice presidents, three deans of instruction, scheduling technician, support staff from the Office of Academic Affairs, admissions director, programming manager, and institutional researcher came together to discuss the barriers to producing timely enrollment reports and to brainstorm solutions for improved practices. The need for an Enrollment Management System (EMS) emerged from these discussions. Once implemented, EMS will increase access to course enrollment data and provide the ability to examine enrollment from the level of the entire College to the level of individual course sections. EMS interfaces with the College's current Student Information System (SIS) and presents data elements (e.g., enrollments, full-time equivalent students (FTES), load, productivity, cost) in a spreadsheet format so it can be easily examined and discussed. EMS will enable the College to efficiently analyze the schedule, as well as plan for and manage future years' schedules, thereby improving support for student success. Integration between EMS and SIS will improve the accuracy and timeliness of data used in scheduling.

In preparation for the implementation of an EMS, the MPC is reviewing and revising its scheduling practices to provide students with a more consistent and predictable schedule. As of the 2015-16 year, a block scheduling practice is now implemented in most areas of the college. The block scheduling is being reviewed and revised for implementation in spring 2017. [Kiran & Michael: we need to include a sentence or two that mentions that we are beginning to examine load and productivity] The EMS Timeline Table below outlines how the institution plans to continue the implementation and evaluation of EMS over the next two years.

TIMELINE

Action Project 1: EMS

Project Objective: Increase effectiveness of scheduling and enrollment management practices by providing greater access to and coordination of enrollment data			
Specific Tasks/Activities	**Outcome for each task**	**Target Completion Date**	**Responsible Parties**
Create algorithm tables, based on historical demand for classes, contractual definitions of load, as well as on current enrollment patterns and expectations	Set of functional algorithms for every type of course and apportionment method	Currently, spring 2016 (nearly complete as of 4/5/16)	• Office of Academic Affairs • MPC EMS workgroup • Vendor implementation team
Develop taxonomy by: ● College ● Division ● Department ● Discipline ● Emphasis	1. Comprehensive spreadsheet that includes every course identified by: college, division, department, discipline, emphasis. 2. Taxonomy run against algorithm tables 3. Identification of "outlier" courses	Spring 2016	• Office of Academic Affairs • Vendor implementation team
Develop taxonomy by location: ● Monterey ● Fort Ord ● Distance Ed	1. Comprehensive spreadsheet that includes every course identified by location. 2. Taxonomy run against algorithm tables 3. Identification of "outlier" courses	Spring 2016	• Office of Academic Affairs • Vendor implementation team
Develop programming to implement algorithm tables and taxonomy	Functional EMS program that allows college personnel to predict enrollments (FTES) and FTEF at any level of the College	End of spring 2016	• MPC IT • Vendor implementation team
Pilot EMS program to develop scheduling for Summer 2017, Fall 2017, and Spring 2018	Data available for development of schedule for Summer 2017, Fall 2017, and Spring 2018	Summer 2016	• Office of Academic Affairs • MPC EMS workgroup • Vendor implementation team

TIMELINE

Action Project 1: EMS

Specific Tasks/Activities	Outcome for each task	Target Completion Date	Responsible Parties
Train department/division chairs how to use filters, run reports, etc.	All department and division chairs will demonstrate ability to use filters, run reports, etc.	Fall 2016	• Office of Academic Affairs • MPC EMS workgroup • Vendor implementation team
Implement new scheduling practices for 2017-18 year	New practices used to develop Fall 2017 schedule	Fall 2016	• Office of Academic Affairs • Department and Division Chairs • MPC EMS workgroup • Vendor implementation team
Evaluate effectiveness of EMS implementation (and supporting processes)	Analysis of what works well, and what improvements could be made in order to increase effectiveness of the implementation	2017-2018 Academic Year	• Office of Academic Affairs • Department & Division Chairs • MPC EMS Work group
Implement improvements to EMS (or supporting processes) based on results evaluation		Fall 2018	• Office of Academic Affairs • Department & Division Chairs • MPC EMS Workgroup

Action Project 2: TracDat

Background

Monterey Peninsula College designed its planning and resource allocation process to support student learning and achievement. In practice, however, the process does not always work as effectively as intended, because the tools MPC uses to collect and assess data are not effectively integrated with each other. The information and data used in the planning and resource allocation process are housed in different systems with varying accessibility and formats. The institutional self-evaluation revealed that campus personnel have difficulty--and in some cases are prevented from--seeing data elements of one process when it is time to support the next, making the College's evaluation and planning processes overly cumbersome and inefficient. For example, it is difficult to access results of SLO assessment in a timely manner when conducting program review or writing justification for resource allocation requests. The findings from the institutional self-evaluation led to the development of an Actionable Improvement Plan related to Standards I.B.4, I.B.7, I.B.8, and I.B.9. This AIP also aligns with the College's Institutional Goals: Objective 2.1 of the Institutional Goals--Improve Institutional Effectiveness, which identifies the need to "implement systems for easier access to data."

In fall 2015, MPC decided to implement the TracDat system in order to strengthen connections between data elements of SLOs, program review, planning, and resource allocation; once implemented, TracDat will connect these elements to each other and to the College's Institutional Goals. Using TracDat to improve the practical connections between the components of the planning and resource allocation process will allow the institution to improve institutional effectiveness and make better decisions in support of student success. For example, when departments have easier access to student achievement and student learning data, they will be able to better define instructional needs, and the College will be able to make more informed resource allocation decisions. TracDat directly enables institutional effectiveness, connecting student learning and success to the institutional processes designed to support those student needs.

The TracDat Timeline below outlines how MPC plans to implement TracDat over the next two years. Some tasks are in progress as of spring 2016. The project will proceed in three phases: course SLO assessment, program SLO assessment, and program review. Effectiveness of the system will be evaluated during the 2017-2018 academic year, and the results of the evaluation will be used to make improvements to the system and its support resources during 2018-2019.

TIMELINE

Action Project 2: TracDat

Project Objective:
Improve operational connections between student learning and achievement data, planning, and resource allocation processes to improve effectiveness of decision-making processes.

Specific Tasks/Activities	Outcomes for Each Task	Target Completion Date	Responsible Parties
Data entry and configuration for course assessment & program reflections	1. Programs, courses, & SLOs entered into TracDat 2. Instructor Reflections interface established 3. Program Reflections interface established	Spring 2016	TracDat Team
Develop user training & support resources for course assessment and program reflections tools	1. User guide for Instructor Reflections 2. User guide for Program Reflections	Spring/Summer 2016	• TracDat Team • Learning Assessment Committee
Launch Course Assessment and program reflections tools	Course and program assessment transitions into TracDat (Sharepoint system retired)	Flex Day, Fall 2016	• TracDat Team • Learning Assessment Committee
Data entry and configuration for program assessment (program of study)	1. Program outcomes entered into TracDat 2. Program of study interface established	Spring/Summer 2016	TracDat Team
Develop user training & support resources for program assessment	1. User guides for course → program outcome mapping 2. Support resources for outcome mapping (including training sessions)	Summer/Fall 2016	• TracDat Team • Learning Assessment Committee
Data entry and configuration for Action Plans	1. Action Plan interface established 2. Action Plan reports established and tested	Summer/Fall 2016	TracDat Team

Specific Tasks/Activities	Outcomes for Each Task	Target Completion Date	Responsible Parties
Develop user training & support resources for Action Plans	User guides for action plans	Fall 2016	• TracDat Team • Learning Assessment Committee
Launch Program Assessment and Action Plan tools	1. Program of study assessment transitions into TracDat 2. Action Plans transition into TracDat (Word forms retired)	Spring Flex, 2017	• TracDat Team • Learning Assessment Committee
Data entry and configuration for Program Review (Comprehensive and Annual Updates)	1. Program Review templates for Academic Affairs, Student Services, Administrative Services, President's Office established in TracDat 2. Institutional and program-level achievement data configured in Action Point/Planning Point	Spring 2017	• TracDat Team • Office of Institutional Research
Develop user training & support resources for program review	User guides for Program Review	Spring 2017	• TracDat Team • Office of Institutional Research
Launch Program Review tools	Program Review transitions into TracDat (Word templates retired)	Fall 2017	• TracDat Team • Vice Presidents • Office of Institutional Research
Evaluate TracDat and use results of evaluation to make improvements to process	Recommendations regarding effectiveness and potential improvements to TracDat and processes it supports	Evaluation conducted 2017/2018 AY	• College Council • TracDat Team

Action Project 3: ERP

Background

Monterey Peninsula College is one of only six colleges in the California Community College system that does not currently use an Enterprise Resource Planning (ERP) system to manage its operational data. Currently, MPC uses the Student Information System (SIS) developed by Santa Rosa Junior College. However, SIS no longer meets the needs of the College. SIS does not integrate the vital data functions of the College, as an ERP would do. As a result, MPC uses multiple systems in parallel. Reporting capabilities vary from system to system, as does the quality of reports. Systems may or may not integrate well with each other, leading to a reliance on manual entry and greater opportunities for error. For example, the Fiscal Services Department relies heavily on the Escape financial management system, provided by the Monterey County Office of Education; Escape has not been set up to integrate with SIS. Likewise, the Student Financial Services Department uses Financial Aid Management Systems (FAMS), which is being phased out by its vendor. Because FAMS, Escape, and SIS are not integrated, the College has had to invest in a separate stand-alone program (PowerFaids) to replicate FAMS functionality. In addition, SIS has programming constraints that make it difficult and fiscally unfeasible to add student-focused services that are standard to higher education and desired by MPC students (e.g., waitlists, degree audit program).

An ERP would greatly expand the institution's effectiveness and efficiency with regard to its operational data, as well as allowing for efficiency and expansion of services to students. The need to transition to an ERP has been a topic of institutional discussion since 2013, and has been documented in the MPC Technology Plan 2013-2016, in the Institutional Goals and Objectives (see Objective 4.2), and in the Self-Evaluation Report (see Standards I.B.8, II.A.6, and III.C.2). Discussions about the most effective way to finance the implementation and ongoing licensing costs of an ERP are in progress as of spring 2016. In the meantime, the College has begun to plan for an ERP implementation (see Institutional Objectives 4.2a-4.2c). Business Process Analyses (BPAs) have been completed related to student enrollment and employee onboarding processes; additional analyses are scheduled for Fiscal Services, Student Financial Aid, and other areas. Results of the BPAs will inform the configuration of the ERP, to ensure that the implementation enables increased institutional effectiveness and expanded support for students.

The ERP Timeline Table below outlines how MPC plans to prepare for an ERP implementation over the course of the next two years. As some of the specific tasks/activities in the plan are dependent on funding that has not yet been identified, the plan includes the College's best estimate for the length of time the activity would take to complete. Firm completion dates will be added to the plan once funding has been established.

TIMELINE
Acton Project 3: ERP

Project Objective: Implement an Enterprise Resource Planning system to improve integration of operational data, increase institutional effectiveness with regard to use of operational data, and support expansion of student-focused services that rely on operational data			
Specific Tasks/Activities	**Outcome for Each Task**	**Target Completion Date**	**Responsible Parties**
Complete Finance BPA	Assess current process, design optimal processes.	Spring 2016	• VPAS (CBO) • Controller
Complete Financial Aid BPA	Assess current processes, design optimal processes	Spring 2016	• VPSS • Director, Fin Aid
Develop ERP funding strategy	Identify funding sources	TBD	• Superintendent/President • VPAS (CBO)
Complete Student Success BPA	Assess current processes, design optimal processes	Fall 2016	VPSS
Complete Schedule Development BPA	Assess current processes, design optimal processes	Fall 2016	• VPAA • Academic Affairs Deans
Develop ERP Request for Proposal (RFP)	Use the data gathered in the BPA's and other sources to develop the specific criteria for the RFP	TBD based on funding (2-4 month goal)	• VPAS (CBO) • Controller • Director, Information Systems • ERP Steering Committee

Specific Tasks/Activities	Outcome for Each Task	Target Completion Date	Responsible Parties
Implementation planning	Develop timelines and address resource needs for 2 year project	TBD (6-month goal)	• Superintendent/President • VPAS (CBO) • Director, IS • ERP Steering Committee
Implementation of ERP	Full implementation of relevant modules	TBD (24-30 month goal)	• VPAS (CBO) • Director, Information Systems • ERP Steering Committee

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Changes and Plans Arising Out of the Self-Evaluation Process

Actionable Improvement Plans

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

AIP 1. The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.

Related Standards: I.B.2, I.B.5, I.B.6
I.C.3, I.C.4
II.A.2, II.A.3, II.A.16

AIP 2. The College will implement tools and revise processes to improve its Planning and Resource Allocation Process and more effectively connect data elements in SLO/SAO assessments, annual action plans, program review, and resource allocation with institutional goals.

Related Standards: I.B.4, I.B.7, I.B.8, I.B.9

Standard I.C: Institutional Integrity

See AIP 1, above

Standard II.A: Instructional Programs

See AIP 1, above.

AIP 3. The College will complete implementation of its an Enrollment Management System (EMS) and use analysis of data from EMS strategic enrollment planning based on two-year course plans for degrees and course plans for certificates.

Related Standards: II.A.5
See also QFE Action Project 1

AIP 4. The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.

Related Standards: II.A.11

Standard III.A: Human Resources

AIP 5. The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Related Standards: III.A.7, III.A.9, III.A.10

Standard III.D: Fiscal Resources

AIP 6. The College will implement new tools for multi-year budget planning and monitoring as recommended in a review conducted by the College Brain Trust (CBT) in order to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.

Related Standards: III.D.1

AIP 7. The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

Related Standards: III.D.1, III.D.16

Standard IVA: Decision-Making Roles and Processes

AIP 8. The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Related Standards: IV.A.5, IV.A.6, IV.A.7

Changes Begun or Implemented during the Self-Evaluation Process

Standard(s)	Summary of Change
I.B.1, I.B.2, I.B.4, I.B.9	The College initiated discussions about the effectiveness of links between Program Reflections, the Program Review annual updates and action plans, and the Planning and Resource Allocation Process. As a result of the discussion, the College endorsed the implementation of an institutional performance management system (TracDat) that can link processes more effectively than current Word/PDF documents. This will help the College improve the effectiveness and efficiency of its assessment and integrated planning processes (see also QFE Action Project 2).
I.B.2	The Academic Senate established a dedicated Learning Assessment Committee to provide ongoing support for outcomes assessment processes. The committee developed a plan to establish systematic assessment of course and program outcomes (fall 2015). LAC also developed new support resources, including an SLO Checklist that standardizes expectations for writing SLOs, a Course SLO Assessment Rubric to guide faculty as they complete Instructor Reflections, and an SLO Assessment Policy (under review, spring 2016).
I.B.9	Began work on updating the 2009 Shared Governance Handbook. Completed a draft *Resource Guide to Decision-Making* in spring 2016, and began a draft of an Integrated Planning Handbook (expected fall 2016). In addition to updating procedural documentation, the handbooks will promote better shared understanding of integrated planning processes and roles.
II.A.6	The College engaged in strategic enrollment management discussions through a series of Recruitment to Completion retreats on campus that focused on creating stronger pathways for students. In addition, during the spring 2016 semester, the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices. The College will begin implementing recommendations from the CBT workgroup, including recommendations for publicizing suggested course plans.
II.A.6	During discussion of the effectiveness of scheduling processes, the College recognized that data available from the current Student Information System (SIS) were either unavailable or insufficient to support strategic enrollment management planning. In fall 2015, the College began an implementation of an Enrollment Management System (EMS), which includes data that can be used to inform scheduling and evaluate the effectiveness of scheduling practices related to timely completion of certificates and degrees (see also QFE Action Project 1).

Standard(s)	Summary of Change
III.A	The College has begun discussions of its current organizational structure to ensure that key positions and needs are filled.
III.B	The College began to lay the groundwork for a new Facilities Master Plan in spring 2016.
III.D.1	Updates to the Administrative Services website (including links to annual budgets and annual financial audits) were made to improve timely dissemination of financial information throughout the institution.
III.D.1	The College has developed and began to implement strategies for increasing shared understanding of the College's fiscal health, including multi-year modeling tools and campus-wide presentations related to budgeting
III.D.1 III.D.5	During the spring 2016 semester, the College worked with an external firm (Collaborative Brain Trust) to review its finances and develop recommendations for addressing its structural deficit without the use of one-time funds. The College has begun implementing recommendations from CBT, including the development of 3-year budget planning and modeling worksheet.
IV.A.5 IV.A.7	The College began an examination of its participatory governance and decision-making structures, with the assistance of Collaborative Brain Trust (CBT). In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes, in order to increase the effectiveness of governance structures at the College.
IV.C.7	The College resumed its Board Policy revision process in order to work towards adoption of policy language provided by the Community College League of California. In support of this effort, the Board Policy Website was slightly restructured to make the progress toward this goal more visible.