Standard I.C: 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 (MyMPC Log-in)]. 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.

MPC Institutional Self-Evaluation Report

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
IC4.4   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 1-3].

Cost of Instructional Materials
Some courses require small materials fees to cover materials to produce a 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. However, it does 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