Standard II.C: 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' attainment 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 be 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 California State University systems' Annual Counselor Conferences provide MPC 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 2011-2012, seven students were awarded an AS degree in ECED. In 2014-2015, 16 AS degrees in ECED were awarded. 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