

**Monterey Peninsula College  
2010 Self-Study Recommendations  
Summary of Progress through March 2013**

**Introduction**

The Institutional Self-Evaluation Report must include a section that demonstrates how the institution has addressed any recommendations received during the previous evaluation report. The ACCJC expects to see that the institution has adequately addressed these recommendations and that any Accreditation Standards cited within the recommendations continue to be met.

Monterey Peninsula College received four recommendations from the ACCJC in 2010. Follow-up reports were submitted for all four recommendations in October 2012, and additional progress was documented in the March 2013 Midterm Report. Per correspondence received from the Commission in July 2013,<sup>1</sup> MPC has addressed each of these recommendations to ACCJC's satisfaction.

**The text below summarizes the updates provided to the ACCJC in the 2013 Midterm Report, and does not include progress made in these areas since March 2013.** As the Institutional Self-Evaluation Report is prepared for our 2016 evaluation visit, this section of text will be expanded to include further progress and/or improvements made in these areas after March 2013.

**Recommendation 1:**

*In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, program, certificates and degrees, the team recommends that the College complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).*

Summary of Response to Recommendation 1:

Monterey Peninsula College addressed this recommendation by assessing student attainment of student learning outcomes, engaging in dialog, assessing results and improvements, and integrating the process into its program review and resource allocation cycles through processes known locally as Program and Instructor Reflections.

Every semester at flex days, a two-hour block of time is designated for the Program Reflections activity. Personnel from all areas of the institution engage in dialog about student learning generally, as well as SLOs and GEOs specifically. This activity serves as a formal focal point to tie together activities related to learning outcomes that take place throughout the semester. Each area documents the dialog that occurs during Program Reflections in a Program Reflections on Student Learning form. In this way, student learning improvements and/or programmatic changes discussed during one Program Reflections session can be reviewed and evaluated in subsequent semesters.

Program Reflections serve as important documentation in the College's integrated planning processes. The results of assessments conducted during Program Reflections provide the rationale for resource allocation requests in Program Review Action Plans and resource allocation request forms. Foundation grant proposals, classified position requests, travel reimbursement requests, and similar request forms all require statements about how the funds support student learning and related concepts discussed during Program Reflections. Each year, summaries of each Program Reflections on Student Learning form are discussed in Academic Affairs Advisory Group, Student Services Advisory Group, and Administrative Services Advisory Group, as well as in the Academic Senate and College Council. The

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<sup>1</sup> Letter from Dr. Barbara Beno, dated 3 July 2013.

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summary is also presented to the Board of Trustees. These discussions promote widespread familiarity of student learning issues in various areas of the College. This dialog leads to a deeper understanding of the rationale behind resource allocation requests, and, ultimately, resource allocation decisions.

In addition to the Program Reflections dialog each semester, faculty members complete an Instructor Reflection form. In this process, faculty describe assessment results for their courses and use these results to plan potential enhancements to instruction in order to improve student learning. The Instructor Reflections forms document course-level attainment of course-level student learning outcomes

Progress since submittal of Response to Recommendation 1:

Monterey Peninsula College submitted a Follow-Up Report documenting progress on this recommendation in October 2012. Since that time, the institution has continued to improve its student learning assessment processes, with two main outcomes:

1. *Improved forms to guide Program Reflections activities.*  
The Program Reflections form was revised in fall 2012 to prompt more direct focus on student learning and the attainment of GEOs and SLOs. Revisions made to the instructions and the order of questions elicit more specific references to improvements or changes made as a result of evaluations conducted during previous semesters' reflections. The revised form was first used in Program Reflections activities at the start of the spring 2013 semester.
2. *Stronger links between Component Goals and the Education Master Plan to improve institutional effectiveness around student learning through integrated planning processes.*  
Monterey Peninsula College establishes annual component goals to measure progress towards Education Master Plan Objectives and Institutional Goals, and to communicate this progress to the campus at large. Each year, the vice presidents of the three main structural components of the college (i.e., Academic Affairs, Administrative Services, and Student Services) develop goals for their unit. These component goals link directly to the long-term goals of the college, and are strongly informed by previous semesters' Program Reflections (and the discussions of Student Learning Outcomes embedded within the Reflections).

**Recommendation 2:**

*In order to meet the Commission's 2012 deadline, the team recommends the College completes the process of identifying course level student learning outcomes and ensures student information is clear, that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes (IIA.2 and IIA.6).*

Summary of Response to Recommendation 2:

At its first meeting of the fall 2010 semester, the MPC Academic Senate recommended that all faculty members include their course SLOs on all syllabi. In each succeeding semester, Monterey Peninsula College faculty members were required to include SLOs on their syllabi. The Office of Academic Affairs collects syllabi for all courses. If syllabi do not include SLOs, faculty members are asked to revise and resubmit.

Progress since submittal of Response to Recommendation 2:

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Monterey Peninsula College submitted a Follow-Up Report documenting progress on this recommendation in October 2012. Since that time, the institution has seen nearly 100% compliance with the requirement of including SLOs on all course syllabi. The Office of Academic Affairs now sends fewer emails to ask faculty members to revise their syllabi to include SLOs. Thanks to several semesters of education around this requirement, the vast majority of faculty members now include SLOs on the first version of the syllabi collected by the Office of Academic Affairs.

**Recommendation 3:**

*In order to meet the Commission's 2012 deadline, the team recommends the College take appropriate steps to ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c).*

Summary of Response to Recommendation 3:

Monterey Peninsula College addressed the intent of the ACCJC standard to include SLOs in evaluations. Because the SLO process takes place within Program and Instructor Reflections and within program review, the Academic Senate recommended to the faculty union that participation in Program Reflections and program review be included in faculty evaluations. In late spring 2012, these additions to the faculty contract and evaluation documents were negotiated and agreed upon by the District and the faculty union.

Progress since submittal of Response to Recommendation 3:

Beginning with the fall 2012 semester, Monterey Peninsula College faculty use a self-evaluation guide that includes language that reads, "Describe your participation in program review and/or program reflections." The program review process includes an SLO component and Program Reflections focuses solely on SLOs. This new language expands on other components of the self-evaluation that address assessments and improvements (e. g. new teaching techniques, new tools, etc., why these changes occurred, what to do differently in the next three years).

During the fall 2012 semester, 23 full-time faculty members and 40 adjunct faculty members were evaluated using the new guidelines. In the spring 2013 evaluation cycle, 15 additional full time faculty and 62 adjunct faculty members used these guidelines during their evaluation.

**Recommendation 4:**

*To increase effectiveness of distance education offerings, the team recommends the College follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses (IIA.2 and IIB.3a). Further, the team recommends the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the College and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).*

Summary of Response to Recommendation 4:

Recommendation #4 urged focus in two areas related to increasing the effectiveness of distance education offerings at Monterey Peninsula College: (1) the online course evaluation process and tool, and (2) development of clear protocols and strategic goals for distance education learners. In response to the first element of the recommendation, the College redesigned the online teacher evaluation

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survey and implemented its use in evaluations for all instructors that teach distance education courses.

To address the second element of the recommendation, the institution made several changes that clarified distance education protocols and strengthened strategic goals. The College established the MPC Online Center to provide administrative oversight for distance education, and formed the Institutional Committee on Distance Education (ICDE) as a standing campus committee charged to represent distance education concerns in shared governance. The College also clarified formal reporting procedures, updated protocols for online and hybrid course curriculum approvals, and confirmed that student learning outcomes were in place for all online courses. The College also provided additional professional development activities for online faculty and confirmed that resources and services that support online student success are in place. These activities demonstrate long-term commitment to the growth and development of distance education at the College.

Progress since submittal of Response to Recommendation 4:

Monterey Peninsula College submitted a Follow-Up Report outlining actions taken on this recommendation in October 2012. In December 2012, the College hired an Associate Dean of Instructional Technology and Development. The Associate Dean has direct oversight for distance education programs, and leads efforts related to continuous improvement of the online learning environment. To date, these efforts have included improvements to the online course evaluation process, clarification of protocols and strategic goals for distance education learners, and the development of quality standards for online learning environments.

Additionally, several of the goals adopted by the Institutional Committee on Distance Education during the 2012-2013 academic year directly related to elements of Recommendation 4. This allowed the committee to monitor, sustain, and improve on progress on the activities documented in the October 2012 Follow-Up Report.