



**MPC ACCREDITATION**



## PRESIDENT'S MESSAGE



Dear MPC:

As we enter the second month of classes and settle into the rhythm of the fall 2016 semester, we look forward to our upcoming visit from an evaluation team representing the Accrediting Commission of Community and Junior Colleges (ACCJC). In early August, MPC sent a copy of the Institutional Self Evaluation Report to each member of the ACCJC evaluation team. The report documents the work that we do together to ensure that our students have access to the highest quality educational offerings and learning support services. The report also identifies areas that MPC is working to improve. Over the past month, the evaluation team members have been reading our self-evaluation report in preparation for their visit to MPC October 10 through October 13.

The Accreditation Steering Committee has created this guidebook for you to use as a reference before and during the visit, as well as to help you become familiar with the names and institutions of the visiting team members. This guidebook also includes the Actionable Improvement Plans (AIPs) that we identified in the Self Evaluation Report. These eight AIPs represent critical areas where our institution can make improvements in order to serve our students and each other more effectively.

The processes involved in maintaining accreditation give MPC the opportunity to be self-reflective and also gain from the peer review. This is a healthy process given our philosophy of embracing continuous improvement and ensuring that our college serves our students in the very best manner possible. As we stop and reflect on our progress, there is much to be proud of. Together, we have made great improvements over the past accreditation cycle.

Thank you for all you do to serve our students.

**Go Lobos!**

## MISSION STATEMENT

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

## VALUES STATEMENT

*To attain the mission of the college and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:*

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

## INSTITUTIONAL GOALS (2014 – 2020)

- Goal 1** Help students achieve their educational goals.
- Goal 2** Establish and maintain fiscal stability.
- Goal 3** Review, revise, and communicate policies and procedures to support the college mission.
- Goal 4** Establish and maintain effective infrastructure to promote student learning and achievement.

*Objectives for each goal are available on the MPC website on the Mission & Goals page.*

## THE SITE VISIT AT A GLANCE

### **Monday, October 10, 2016 – Thursday, October 13, 2016**

Visit Week: Evaluation Team on Site

#### **Tuesday, October 11**

Open Forum with the Evaluation Team for faculty and staff

LF 101, 1:00 – 2:00 pm

#### **Wednesday, October 12**

Open Forum with the Evaluation Team for faculty and staff

LF 102, 11:00 – 12:00 pm

#### **Thursday, October 13**

Evaluation Team Exit Report for faculty and staff

LF 101, 12:30 pm

#### **January 2017**

ACCJC Winter Meeting

#### **February 2017**

ACCJC notifies MPC of its accreditation status

## EVALUATION TEAM MEMBERS

**Mr. Scott Thomason**, *Team Chair*

Superintendent/President,  
College of the Siskiyous

**Dr. Todd Scott**, *Team Assistant*

Vice President of Instruction,  
College of the Siskiyous

**Mr. Brian Jukes**

English Professor,  
Yuba College

**Mr. Lee Lindsey**

Vice President,  
Administrative Services  
College of the Redwoods

**Dr. Barbara Dunsheath**

History Faculty,  
East Los Angeles College

**Dr. Sandra Caldwell**

President,  
Reedley College

**Dr. Bobbi Villalobos**

Vice President,  
Academic Affairs  
Los Angeles Harbor College

**Dr. Hamid Eydgahi**

Dean, STEM  
Victor Valley College

**Mr. Randy Beach**

Professor,  
English Education  
Southwestern College

**Ms. Maryanne Mills**

Instruction and Outreach  
Librarian,  
West Valley College

**Ms. Kay Nguyen**

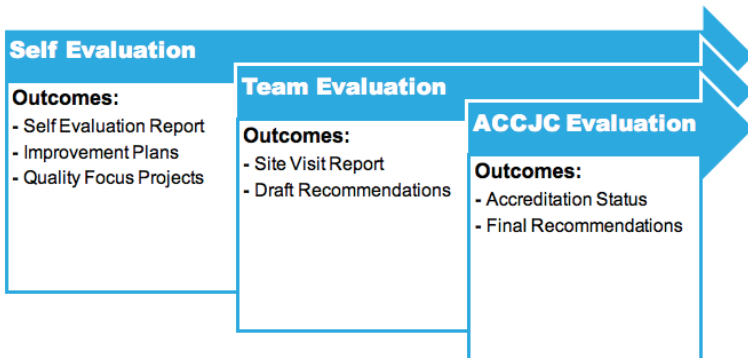
Administrative Director,  
Research, Planning, & IE  
Golden West College

## ACCREDITATION BASICS

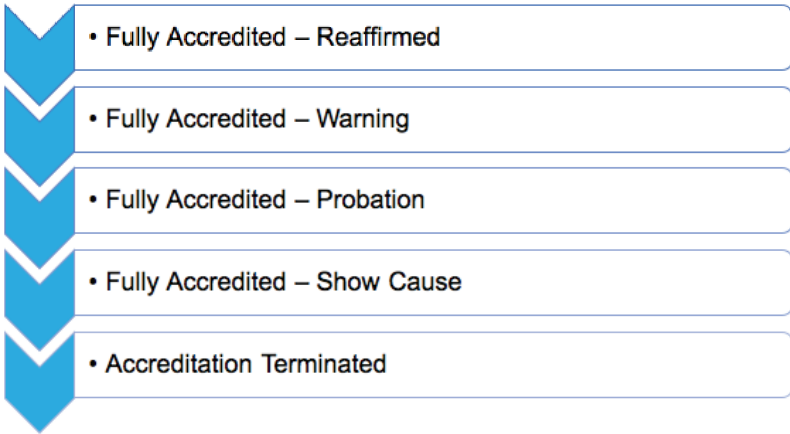
Broadly speaking, the accreditation process is a seven-year cycle of internal and external evaluation through which colleges demonstrate the quality of their educational offerings and services to the public (including students) and identify areas for improvement relative to their institutional mission. Participation in the accreditation process is voluntary. However, the US Department of Education does not authorize non-accredited institutions to disburse federal financial aid to students. In addition, most colleges and universities will not accept transfer credits from non-accredited institutions. For these reasons alone, maintaining accredited status is an essential part of fulfilling the needs of students and supporting student success.

Monterey Peninsula College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The ACCJC is one of seven regional accrediting agencies in the US, and accredits all of the community colleges in California, Hawaii, the Pacific Islands, and Guam. ACCJC also accredits many private institutions throughout California, including vocational and denominational colleges. ACCJC uses four broad accreditation standards in its processes. Although each of the four main standards has a different focus, some thematic overlap exists. Together, all four standards emphasize using the mission of the college as a framework to guide institutional goals, planning, resource allocation, and activities that support student learning, student achievement, and academic quality.

## THE SITE VISIT IN CONTEXT



## POTENTIAL OUTCOMES OF THE EVALUATION PROCESS



## ACCREDITATION STANDARDS

ACCJC's four accreditation Standards work together to define and promote student success, academic quality, and institutional effectiveness. Standard I focuses on mission-driven integrated planning, with an explicit expectation that an institution regularly evaluates its planning processes and uses the results of that analysis to improve its performance in relation to its mission. Standard II focuses on instructional programs and those services that support student learning. Standard III focuses on the link between the institution's programs and services and the resources in place to support those programs and services, including its people, finances, technology, and structures. Standard IV focuses on the effectiveness of institutional leadership and decision-making and equity of participatory governance structures. Together, the four Standards emphasize using the mission of the college as a framework to guide institutional goals, planning, resource allocation, and activities that support student learning, student achievement, and academic quality.



## **STANDARD I**

### **Mission, Academic Quality and Institutional Effectiveness, and Integrity**

IA: Mission

IB: Assuring Academic Quality and Institutional Effectiveness

IC: Institutional Integrity

## **STANDARD II**

### **Student Learning Programs and Support Services**

IIA: Instructional Programs

IIB: Library and Learning Support Services

IIC: Student Support Services

## **STANDARD III**

### **Resources**

IIIA: Human Resources

IIIB: Physical Resources

IIIC: Technology Resources

IIID: Financial Resources

## **STANDARD IV**

### **Leadership and Governance**

IVA: Decision-Making Roles and Processes

IVB: Chief Executive Officer

IVC: Governing Board



## MPC ACCREDITATION

### STRIVING TO IMPROVE

Students' needs and expectations change; economic and labor market needs shift; technology advances; federal and state regulations change. Regular self-evaluation helps colleges identify areas where improvements can be made to address these changes and provide better support for student success, academic quality, and institutional effectiveness.

In the current self-evaluation cycle, the College identified six broad areas for improvement:

- Data
- Staffing
- Technology
- Communication
- Outcomes Assessment
- Budget

## **MPC'S ACTIONABLE IMPROVEMENT PLANS**

**AIP 1** *The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.*

**Primary Focus:** Improving course and program-level learning outcome assessment practices (Outcomes assessment; data)

**Related Standards:** I.B.2, I.B.5, I.B.6, I.C.3, I.C.4, II.A.2, II.A.3, II.A.16

**AIP 2** *The College will implement tools and revise processes to improve its Planning and Resource Allocation Process and more effectively connect data elements in SLO/SAO assessments, annual action plans, program review, and resource allocation with institutional goals.*

**Primary Focus:** Improving processes and tools that support integrated planning (Technology; outcomes assessment; data)

**Related Standards:** I.B.4, I.B.7, I.B.8, I.B.9

**AIP 3** *The College will complete implementation of an Enrollment Management System (EMS) and use analysis of data from EMS strategic enrollment planning based on two-year course plans for degrees and course plans for certificates.*

**Primary Focus:** Linking enrollment management planning to course plans for degrees and certificates (Technology; data)

**Related Standards:** II.A.5

**AIP 4** *The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.*

**Primary Focus:** Improving program-level learning outcome assessment practices (Outcomes assessment)

**Related Standards:** II.A.11

**AIP 5** The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

**Primary Focus:** Ensuring sufficient and appropriate staffing (Staffing)

**Related Standards:** III.A.7, III.A.9, III.A.10

**AIP 6** The College will implement new tools for multi-year budget planning and monitoring as recommended in a review conducted by the Collaborative Brain Trust (CBT) in order to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.

**Primary Focus:** Improving multi-year budget projections  
(Budget; data; communication)

**Related Standards:** III.D.1

**AIP 7** The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

**Primary Focus:** Improving long-range financial planning (Budget)

**Related Standards:** III.D.1, III.D.16

**AIP 8** The College will use recommendations from the Collaborative Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

**Primary Focus:** Improving effectiveness of governance and decision-making to support integrated planning (Communication)

**Related Standards:** IV.A.5, IV.A.6, IV.A.7

## QUALITY FOCUS ACTION PROJECTS

In the Quality Focus portion of its self-evaluation report, MPC identified three multi-year projects that can help to improve access, success, and institutional effectiveness.

### PROJECT 1 – Implementation of an Enrollment Management System (EMS)

#### **Supports Access**

*Improves understanding of students' scheduling needs & preferences*

#### **Supports Student Success**

*Ability to support "year-ahead" scheduling, in order to help students plan for program completion*

#### **Supports Institutional Effectiveness**

*Improves efficiency and flexibility of internal scheduling processes*

### PROJECT 2 – Implementation of TracDat

#### **Supports Access**

*Improves communication of student needs emerging from program review & learning outcome assessment*

#### **Supports Student Success**

*Integrates program review, assessment results, and achievement data into planning processes and provides clear links to Institutional Goals*

#### **Supports Institutional Effectiveness**

*Streamlines data collection, assessment, and reporting practices*

### PROJECT 3 – Acquisition & Implementation of an Enterprise Resource Planning (ERP) system

#### **Supports Access**

*Provides ability to implement waitlists and communicate waitlist information to students*

#### **Supports Student Success**

*Improves capacity for tracking students' progress toward program completion*

#### **Supports Institutional Effectiveness**

*Improves data integrity, availability, and reporting capabilities for institutional data*

# MPC PROCESS DIAGRAMS:

## MPC's Integrated Planning Model

Setting, Evaluating, and Revising the College's Mission, Goals and Objectives



**Mission Statement** (the purpose of the institution): Reviewed and possibly revised every 6 years by College Council.

**Institutional Goals** (the steps the college plans to take to further its mission): Reviewed every year. Revised every 6 years or as needed by College Council.

**Institutional Action Plan:** Designed to operationalize the college's goals and objectives and support institutional planning. Updated by vice presidents and president in February with review by advisory groups and College Council. Evaluated in September of each year.

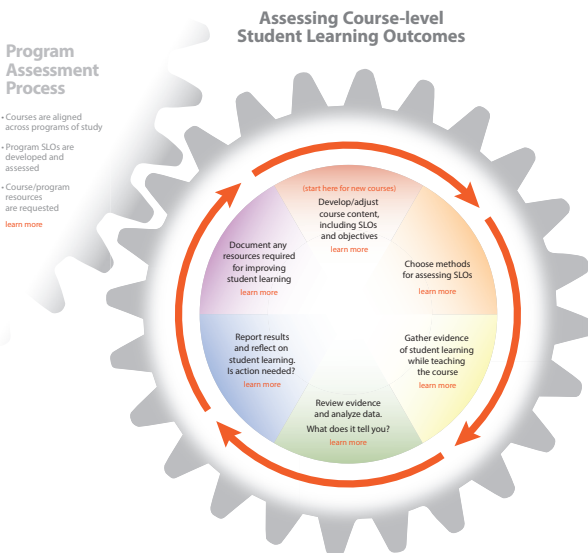
**Program review:** Completed by each area or program every 6 years.

**Reflections Process:** Instructor Reflections completed each semester. Program Reflections completed at the beginning of every academic year.

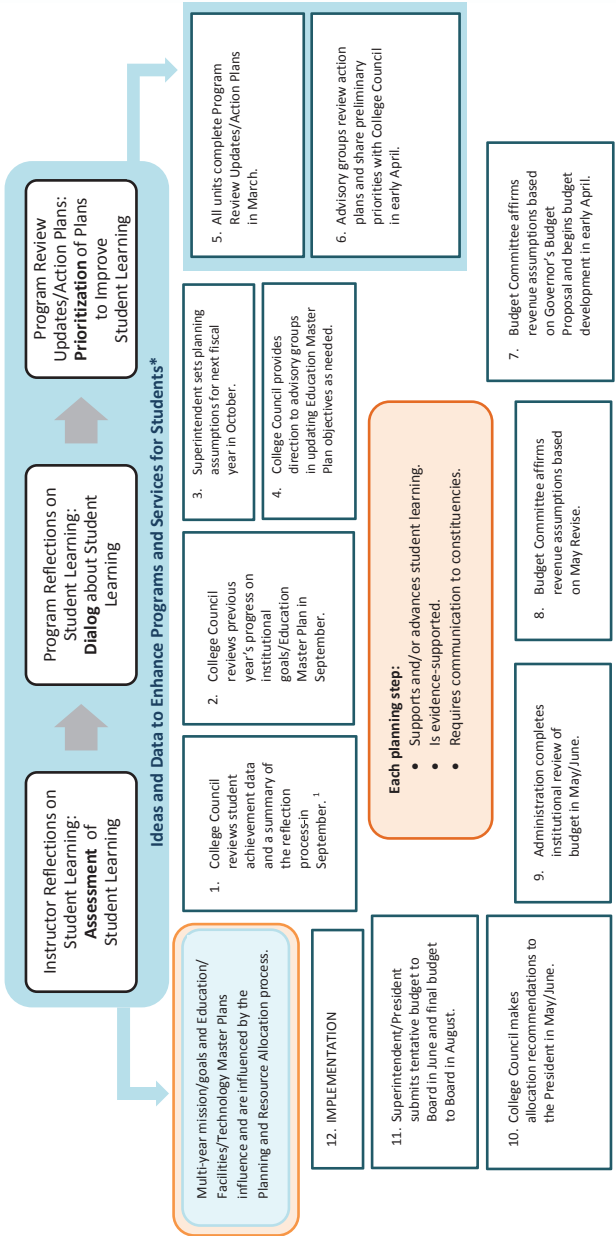
**Program Review Updates/Action Plans:** Created by each area or program annually to implement program review and institutional goals and objectives. Annual program review updates keep action plans relevant.

Recommended by College Council 10/13/15

## COURSE / PROGRAM ASSESSMENT



# MONTEREY PENINSULA COLLEGE PLANNING & RESOURCE ALLOCATION PROCESS



\*Please see attached page for further details.

Adapted by College Council 5-13-14



MONTEREY PENINSULA  
COLLEGE

[www.mpc.edu](http://www.mpc.edu)