

Striving to Improve

Next Steps for the Institutional Self-Evaluation Process



Timeline

- Jan 2017 ACCJC Winter Meeting
Commission will make a determination of MPC's status based on Team Report and ISER
- Feb 2017 ACCJC Action Letters Posted
MPC will receive notification of its accredited status and Commission recommendations; Team Report may be publicly distributed on campus
- Mar 2018 18-month Follow-up Reports Likely Due
Based on current practice, follow-up reports are due 18 months from time of visit

Mapping Areas of Need to Self-Identified Plans for Improvement

| Broad Areas of Need Identified by the Team | College AIPs and QFE Action Projects |
|---|--|
| Integrated planning and resource allocation | AIP 2 AIP 5 AIP 6 AIP 8 QFE Action Project 2 (TracDat) |
| Fiscal stability | AIP 6 AIP 7 QFE Action Project 3 (ERP) |
| Institutional effectiveness & assessment of student learning outcomes | AIP 1 AIP 2 AIP 4 QFE Action Project 2 (TracDat) |
| Enrollment management | AIP 3 QFE Action Project 1 (EMS) QFE Action Project 3 (ERP) |
| Enterprise Resource Planning & Student Information System | QFE Action Project 3 (ERP) |
| Governing Board roles and policy | See Standard IV.C.7 (p. 336) |

Suggested Next Steps for the Institution

- Confirm that all AIPs and QFE Action Projects have a responsible party/parties assigned
- Establish or confirm timelines for addressing AIPs that fall within the 18-month window
- Establish process for documenting progress and cataloging evidence as work is being done

Striving to Improve 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 its an Enrollment Management System (EMS) and use analysis of data from EMS strategic enrollment planning based on two-year course plans for degrees and course plans for certificates.
- 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

Striving to Improve Actionable Improvement Plans



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

Striving to Improve Quality Focus Essay (QFE) Action Projects



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