October 3, 2012

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Blvd, Suite 204
Novato CA 94949

Dear Commission Members:

In response to the Commission's request dated February 1, 2012, enclosed please find
Monterey Peninsula College's ACCJC Institutional Follow-up Report entitled,
"Recommendation #1-3 – Student Learning Outcomes." Three hard copies of the report are
enclosed along with a CD containing the electronic version of the report. The report can
also be accessed directly at the following URL:
        http://www.mpc.edu/information/accreditation.

Please note the Follow-up Report contains links for support documents posted to the
Monterey Peninsula College's Academic Senate website. The login and password to access
the documents are:
        http://www.mpcfaculty.net/senate/home.htm
        Login: mpc\accjc
        Password: 10152012

Any questions regarding this report can be directed to Dr. Celine Pinet, Vice President for
Academic Affairs, at (831) 646-4034 or via email at cpinet@mpc.edu.

Thank you very much. We look forward to receiving the results of your review.

Sincerely,

Dr. Douglas Garrison
Superintendent/President

Enclosures

Institutional Follow-up Report
Recommendations #1 – 3
Student Learning Outcomes

Prepared for
Accrediting Commission
For Community and Junior Colleges
Western Association of Schools and Colleges

October 2012

980 Fremont Street
Monterey, California 93940

Statement on Report Preparation

This report was prepared by the Monterey Peninsula College (MPC) Student Learning Outcomes (SLO) Committee. The Committee consists of the Academic Senate President, the Vice President of Academic Affairs, a representative from Administrative Services, and faculty representatives from Student Services and Academic Affairs. The report was read and approved by the Academic Senate, as well as the advisory groups, which include the Academic Affairs Advisory Group, the Student Services Advisory Group, and the Administrative Services Advisory Group. The College Council approved the report and recommended that the Superintendent/President present it to the Board of Trustees.

In recognition of MPC's SLO and assessment process, developed through shared governance and through the Academic Senate, MPC's Academic Senate President and SLO Coordinator was awarded the ASCCC and RP Group's POWER 2012 Statewide SLO Champion award. .

Executive Summary

Monterey Peninsula College has addressed the three recommendations from the site visit conducted in March 2010 and has gained proficiency in its SLO processes. The institution responded to Recommendation #1 by continuing to assess student learning for both the assignment of student grades and provision of information about program quality in an on-going program review process. The college's program review process emphasizes dialog about the assessment results during its Program Reflections, a biannual event that occurs each semester during flex days. The conclusions arrived at through the Program Reflection dialog form the rationale for both budget-dependent and non-budget dependent Action Plans articulated annually in the Program Review Annual Update. These Action Plans and Annual Updates inform the institution's planning and resource allocation process. All of the processes are linked through specific questions on the forms that departments and divisions complete as documentation. All aspects of resource allocation, from new faculty requests to travel reimbursement, now require reference to student learning and/or Program Reflections as part of the documentation process.

The Program Reflections dialog and the formulation of action plans are the centerpieces of the process. It is here that faculty and staff engage in dialog about student attainment of student learning outcomes (Program Reflections) and plan for future improvements (action plans). The forms filled out during Program Reflections events, as well as the Action Plans in the Program Review Annual Updates, provide the principal evidence that MPC personnel have participated in this process since the 2010-2011 academic year and that the institution has attained proficiency in its SLO processes.

Principal Evidence of MPC SLO Proficiency: Compilations of Program Reflections and Action Plans		
Academic year	Program Reflections	Action Plans from Program Review Annual Updates
2010-2011	http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf	http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf
2011-2012	http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf	http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf

In addition to these accomplishments, MPC faculty members now include SLOs on all of their syllabi, thereby responding to Recommendation #2. If faculty members fail to include a SLO on their syllabi, Academic Affairs personnel contact them. In response to Recommendation #3, the faculty union and the district have agreed to include participation in the Program Reflections process in the faculty contract and evaluation language.

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Introduction

As a result of its 2010 accreditation visit, Monterey Peninsula College received three recommendations relevant to student learning outcomes:

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).

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).

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).

This report responds to the three SLO recommendations holistically. It first reviews the developmental work on SLOs at MPC up to the time of the accreditation visit in 2010, and then explains how the institution responded to the recommendations. The report concludes with brief, focused responses to each of the recommendations.

The decisions we have reached, have come as a result of an extensive institutional change process. The sections below are evidence of a commitment to this process.

Prologue: SLO Development Leading up to the 2010 Accreditation Visit

To understand the decisions the institution has made recently, one must understand the rationale that went into the philosophical framework at the beginning. Standard IB of the 2009 MPC Institutional Self Study is the prime source for this section and contains supporting evidence. If the reader has recently reviewed this material and is intimately familiar with it, then skipping to the next section is recommended.

1. The Early Years

Development of the MPC SLO process began in 1999 with task forces, workshops and off-campus retreats. A variety of faculty members held leadership positions, and dialog ensued in appropriate shared governance committees. SLOs were developed for many of MPC's majors, as well as the GE program. Many of these still appear in the (now electronic) pages of the MPC Catalog.

2. 2007: Establishment of MPC's SLO Philosophy

The year 2007 was a pivotal year in SLO development at MPC. A new president had recently arrived and faculty and staff became more aware that MPC would soon conduct a self-study addressing the new (to MPC) 2002 standards. A small committee of faculty members was formed and charged with articulating the value and use of SLOs for the MPC community. Committee members, who had diverse views on the topic, represented a campus atmosphere that ranged from skeptical to militantly opposed to anything resembling SLOs. The objections were rational and well-articulated. One long-tenured and well respected faculty member published on the topic in a faculty union newsletter, titling his piece "Exposing the Big Lies About SLOs"
(http://legacy.cta.org/media/publications/advocate/archives/2008/0608_cca_05.htm).

Many of these perspectives were represented on the small SLO committee. But out of this committee came a document entitled "Articulating Student Learning Outcomes (SLOs) for MPC" (http://www.mpcfaculty.net/senate/SLOs/SLOs_for_MPC11-28-07.pdf) that set the tone and philosophy for SLOs at MPC that had been followed to the present day (see box).

The document straightforwardly dealt with many of the objections that faculty had towards SLOs. It stated emphatically that faculty would not be evaluated based on student attainment of outcomes. It re-emphasized ACCJC literature stating that qualitative assessments of student learning were just as viable, acceptable, and valuable as quantitative assessments. It asserted faculty primacy in establishing SLOs and determining appropriate assessments. Finally, it defined the need for a faculty SLO coordinator position to shepherd the process to fruition.

At an all-campus general assembly early in 2008, two faculty committee members with widely recognized differing views on SLOs presented a statement of core values on SLOs, stating that they believed in faculty talking to one another as professionals about teaching and student learning. Everything from this point on that MPC has implemented with its SLO processes has been based on this core belief, that the value is in the dialog and the resulting improvements.

> **Philosophy of SLOs for MPC**
>
> We hope that SLOs can provide a formal framework for faculty to converse, as professionals, about teaching, learning, pedagogy, and curricula. Professional teachers talking to each other about teaching and student learning is a primary characteristic of a vibrant academic institution. We hope that the result of these conversations is more insightful pedagogy that improves student learning in MPC courses.
>
> From: Articulating Student Learning Outcomes (SLOs) for MPC, 2007, page 10

Finally, it is important to note what this document did not do. The document was focused on instructional SLOs. It did not address student services or administrative functions. As noted in the Self Study, student services had also written SLOs for most of their service areas and were implementing assessments and engaging in dialog about the results. In addition, the report did not make a strong procedural connection between SLOs and MPC's program review process or the planning and resource allocation process. It is in this area that much of the subsequent effort has taken place.

3. 2008-2009: Establishment of SLOs, General Education Outcomes, and Reflections Framework

With the establishment of the guiding philosophy that the value is in the dialog, and the resulting improvements the institution engaged in the work of writing SLOs for its courses and programs. As noted in the Accreditation Evaluation Report, MPC completed the effort of identifying SLOs for nearly all its courses, programs, certificates, and degrees.

In 2009, the institution began its effort on General Education Outcomes (GEOs). MPC students use one of three general education patterns: CSU, IGETC, or the MPC Associate degree pattern. Whereas differences occur, these patterns are mostly similar in that all require classes in broad categories such as English composition, math, natural science, social sciences, and the humanities. MPC recognized that the same courses tended to fill the requirements for the various areas in each of the patterns. In an effort to keep its processes as simple and sustainable as possible, MPC developed a series of course-level SLOs that each of the courses within a general education area (like Humanities or Natural Science) would share. Faculty that taught courses within a GE area were consulted and a GEO was collaboratively developed that could be shared between all of the courses within a GE area. Each instructor that teaches a GE course then evaluates student attainment of the GEO during their normal SLO assessment efforts.

The main goal of the GEO plan was to establish transfer program SLOs. The rationale is that all transfer students take general education courses to complete requirements at MPC. Those students who receive transfer degrees complete GE courses in one of three patterns: MPC, IGETC, or CSU. Thus, the general education outcomes are a common, evaluable outcome for all of these students. The Career and Technical Education programs have more discipline-specific program-level SLOs.

This philosophy was established in 2009 before the accreditation visit and explained in the Accreditation Self Study. Its implementation was completed shortly after the visit in the fall of 2010.

For three semesters, from spring 2008 to spring 2009, MPC asked instructors to fill out the SLO Assessment form. These forms, as explained in the Accreditation Self Study, asked basic questions about student attainment of course SLOs and what the instructor might do to improve learning. Examples of these efforts are provided on the Academic Senate SLO web-site (http://www.mpcfaculty.net/senate/slo.htm). In fall 2009, MPC began an effort to improve the process by emphasizing the dialog about student learning within departments or groups and creating a more direct connection with the program review and planning and resource allocation processes. In addition, the college started to regularly allocate significant time during each semester's flex days for all faculty members to engage in dialog about student learning with colleagues and complete "Instructor Reflections" and "Program Reflections" forms. These forms were used as the basis, or rationale, for action plans in the annual updates to each division's program review. The "Instructor Reflections" form was intended for individual faculty members to use as they reviewed their assessments and prepared for the conversation with their program colleagues. The "Program Reflections" form records the dialog about student learning among program colleagues.

4. Spring 2010: A Summary of the State of Affairs at the Time of the Accreditation Visit

At the time of the accreditation visit, MPC had developed its course and program SLOs, articulated the value of SLOs for the institution (dialog amongst professionals is a primary characteristic of a vibrant academic institution), knew what it wanted to get out of the SLO process (productive dialog that leads to plans to improve student learning, and results in implementation of changes). It also recognized what it wanted to avoid, that is a purely quantitative assessment of student or faculty performances. The institution had a clear vision on how to connect the SLO process with program review and its planning and resource allocation processes.

At this juncture, MPC needed to complete the following:

- Execute its processes to realize its plans and visions;
- Clearly explain the process to MPC personnel and provide time for them to engage in the process.

The Accreditation Visit

The visiting team recognized many of the achievements of MPC's SLO process, such as developing SLOs for nearly all of its courses and programs, developing a framework for the assessment process, and initial efforts to fit the framework into the program review and planning and resource allocation processes. It commended the institution in eight areas, including its "comprehensive and rigorous planning and resource allocation process."

The visiting team also recognized some weaknesses related to SLOs, which resulted in the three recommendations related to SLOs. They recognized that MPC needs to:

1. Complete the process of assessment to guide improvement of student learning (Rec 1);
2. Ensure that students receive clear information about SLOs by putting them onto course syllabi (Rec 2);
3. Address the issue of SLOs in evaluations (Rec 3).

After the Visit: Improving the SLO Process in Response to the Accreditation Recommendations

1. Fall 2010, Implementation of the GEO Plan:

At the first meeting of the fall 2010 semester, the Academic Senate addressed Recommendation #2 and recommended that all faculty members include their course SLOs on all Syllabi (http://www.mpcfaculty.net/senate/9-2-10/Minutes9-2-10.doc). The campus community was first informed of this decision by Academic Senate representatives reporting to each of their divisions. The Academic Senate President continued the effort by informing the campus community of this requirement through his presentation at the following flex day (http://prezi.com/akay6h7zs8kf/flexdays11/), and by asking Division Chairs at Academic Affairs Advisory Group meetings to help inform both full-time and adjunct faculty. Later that semester, the Office of Academic Affairs began checking to ensure that SLOs were clearly identified on all syllabi. Faculty that forgot to include their SLOs on their syllabi received reminder notes from the Office of Academic Affairs during the semester and sterner letters in subsequent semesters. Today, it is widely recognized throughout the institution that faculty are required to include the SLO on all of their syllabi in order to provide clear information to students about what they are expected to have learned by the end of the semester.

Early in the spring 2010 semester, the institution began implementing the final steps in formalizing the use of the GEOs as the program-level SLOs for all of the transfer programs. The goal was to record these GEOs as the program-level SLOs in CurricUNet, the institution's curriculum software, for each of the transfer programs. After approval of the plan by the Academic Senate, presentations were given to the Academic Affairs Advisory Group explaining the process, and e-mail messages were sent to each department chair in charge of a transfer program asking for acknowledgement and approval. Positive responses were received from about half of the department chairs. Departments that did not respond were contacted again in 2012; the institution is currently in process of placing the appropriate GEO into CurricUNet for these remaining transfer programs. Details of the process are explained in the PowerPoint used during presentations to the Academic Senate and the Academic Affairs Advisory Group (http://www.mpcfaculty.net/senate/SLOs/GEOsSLOsProgramsExample.pdf). The important new information in this presentation was the implementation process. Although reviewed in the presentation and PowerPoint slides, the rationale and philosophy of the GEOs were agreed upon in 2009 and described in the 2010 Institutional Self Study.

Career and Technical Education (CTE) programs all have individual program SLOs, as documented in the MPC Catalog (http://www.mpc.edu/classes/MPC%20Catalogs/2012-13%20Catalog.pdf); see examples for Automotive Technology on pages 66-67 and Nursing on page 98. Evaluation of these program SLOs are ongoing and documented in the program reflections for each of these CTE programs and is described more fully in a following section (http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf)

2. Fall 2010, Program Reflections: Connecting SLOs to Program Review

At the time of the visit, MPC had a vision of how to connect the SLO process to program review and the planning and resource allocation process. The college's SLO committee had designed "Program Reflections" forms to help faculty refer to dialog as they created action plans as part of their departments' Program Review Annual Report. The Action Plan process has been well established at MPC for many years. As explained in the Accreditation Self Study, departments and divisions develop lists of specific things they need to do or need to obtain in order to improve student learning at MPC. These are called budget-dependent and non-budget dependent action items. These lists of action items are vetted and prioritized at the division level before being submitted to one the three advisory groups. At the advisory groups, budget-dependent items are prioritized across all divisions and submitted to the College Council where they are incorporated into the budget for submittal to the Superintendent/President who presents it

to the Board of Trustees. (Note: Because of the budget crisis affecting all California Community Colleges, the 2010-2011 action plans never actually made it to the College Council. Instead of determining how to spend new money, the College Council was required to drive the process in reverse and reduce spending.)

At the time of the visit, this connection was a vision. In fall 2010, the institution took steps to codify this connection by adjusting language on the Program Reflections form and the Program Review Annual Report that each division submits to their vice president for discussion at the advisory groups.
In addition, the Academic Affairs Annual Report form stipulated that the Program Reflections forms from both the fall 2010 and spring 2011 semesters should be included as supporting documentation in the Annual Report for each division.

Figure 1 shows the relationship between the Instructor Reflections, the Program Reflections, and the Program Review Annual Report in Academic Affairs. This image is taken from a presentation that was shown at various shared governance meetings to explain to faculty and staff the relationship between these documents and the importance of this connection. All of the pertinent forms can be viewed in this 'pdf' document (fig 1).

Figure 1. Page from presentation used to explain how dialog in the Program Reflections process leads to action plans in the Program Review Annual Report for Academic Affairs. http://www.mpcfaculty.net/senate/ProgramReview/AAProgramReviewAnnualReportPRSL-F10.pdf
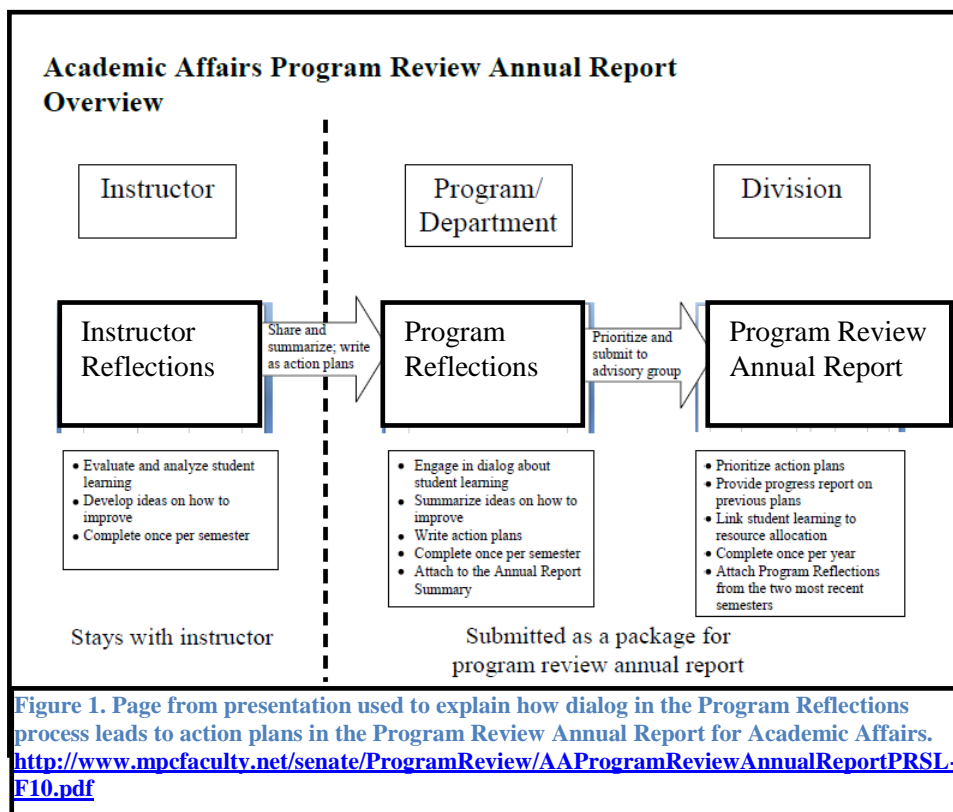
Figure 2 (on the next page) shows the Academic Affairs Program Review – Annual Report Form. The circles show phrases that demonstrate how this form was revised in fall 2010 to codify the connection to the Program Reflections SLO process. The forms that MPC divisions complete every six years during their more comprehensive Program Review were already tied into the Program Reflections process at the time of the accreditation visit.

Examples of completed 2010-2011and 2011-2012 Program Reflection documents have been collated into single documents. These forms show how MPC departments and divisions used the Program Reflections dialog to discuss ways to improve teaching and student.
http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf

The Program Reflections dialog led to action plans as part of the program review annual report in spring 2011 and 2012. For Academic Affairs, these annual reports are also collated into single documents.
http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf
http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf

Review of these documents show the kind of dialog that divisions and departments engaged in during the past two academic years and how they directly led to requests in the resource allocation process. No new money was allocated, of course, because the institution was undergoing budget reduction rather than expansion at the time. The annual updates do, however, continue to inform decisions regarding the reallocation of resources as the institution continues to operate under tight fiscal constraints.

Figure 2. Portion of the Academic Affairs Program Review Annual Update form from 2010-2011. Circles show additions that codify connection to the Program Reflections process.
http://www.mpcfaculty.net/senate/ProgramReview/AAProgramReviewAnnualReportPRSL-F10.pdf

In spring 2012, summaries of the dialog that occurred in each division or area during their Program Reflections were shared at their respective advisory group meeting (Academic Affairs Advisory Group, Student Services Advisory Group, and the Administrative Services Advisory Group). These summaries were archived in one of the institution's accreditation web sites
(http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/Forms/AllItems.aspx).

3.   Spring 2011, Institutional SLOs

The Academic Senate discussed institutional SLOs at its March 3, 2011 meeting. It considered the difficulty in articulating a truly institutional outcome when so many students attend the college for so many different reasons. It decided that for a student to attain a variety of institutional outcomes, the student would have to engage with a variety of disciplines through a multi-semester tenure at the college. In making this decision, the Academic Senate recognized that some cohorts of students (i.e., those that stay for only a short time, or those that engage with only a single discipline), were excluded from this definition of institutional outcomes.

With this in mind, the Academic Senate decided that the already-established GEOs would appropriately serve as the institutional outcomes as well. It noted that an assessment process was already in place for

the GEOs (i.e., the program reflections SLO framework), and that no new processes would need to be established to assess them. It realized that these outcomes, representing a wide swath of MPC's curriculum, could reasonably be attained by students taking a wide variety of courses as they pursue their general education requirements over a number of semesters. Furthermore, student attainment of these outcomes could reasonably be assessed using processes already in place at MPC.
Reference: March 3, 2011 Academic Senate minutes: http://www.mpcfaculty.net/senate/3-3-11/Minutes3-3-11.doc

4. Spring 2011, Administration of SLO Processes

During spring 2011, the Academic Senate and faculty were very active in developing and defining the SLO process at MPC. The question arose as to the administration of the process and keeping track of participation. The Academic Senate decided that whereas it is a faculty role to lead the development of SLO processes, it is not a faculty role to ensure that each and every faculty member participates in a satisfactory way. For this reason, the Academic Senate recommended to the institution that the Administration take the lead role in administering the SLO process including the Program Reflections, Program Review Annual Updates, and other related activities.
Reference: March 3, 2011 Academic Senate minutes: http://www.mpcfaculty.net/senate/3-3-11/Minutes3-3-11.doc

5. Spring 2011, SLOs in Evaluations

Tying SLOs and their assessments to performance evaluations has been perhaps the most contentious issue surrounding SLOs at Monterey Peninsula College. Virtually all members of the college recognize that there are too many factors affecting student performance to assign all of the accountability for student learning on faculty and others directly responsible for student learning, including students' attendance, level of interest, academic skills, level of maturity, and stresses related to home and work life. The institution approached this issue following what it believed to be the intent of this particular standard: that all faculty members should be involved in the assessment of the quality of their programs and the development of plans to improve student learning. Because a large component in the quality of any community college program is the degree of student learning, the SLO process "lives" in program review. It is within the program review process, including the Program Reflections, the annual program review updates, and the comprehensive program review self-studies completed every six years, where these types of quality improvement activities take place.

> **From the Academic Senate to the Faculty Union:**
>
> **Recommendations on SLOs in evaluations**
>
> Recommend to our faculty union that when it comes time to negotiate or discuss faculty evaluation, that there be a clause or question about participating in program review. Since SLOs "live" in program review, and since program review means evaluating the effectiveness of our programs and then using the results for improvement, then participating in program review means that we are participating in this SLO process.
>
> From: Academic Senate Notes and Minutes, March 3, 2011: http://www.mpcfaculty.net/senate/3-3-11/Notes3-3-11.htm and http://www.mpcfaculty.net/senate/3-3-11/Minutes3-3-11.doc

To ensure that faculty members participate in program review's evaluative and improvement activities in a beneficial manner, the Academic Senate recommended to the faculty union that there should be a clause or question about participating in program review in the faculty evaluation process. The exact wording of the recommendation is shown in the box above right. The rationale for this recommendation is that the institution believes that evaluation of program quality and the associated efforts to plan improvement is an integral part of any program. It wanted faculty members to participate fully in this process and to

recognize these activities as an essential duty of all faculty members. This approach addresses the intent of the accreditation standard, which is to ensure that all faculty and staff are engaged in evaluating and improving student learning. At MPC, this effort happens within the program review process, so evaluating faculty on their participatory role in program review achieves this goal. Faculty evaluations will retain all of the aspects that they have historically contained. These include in-class peer review and self-evaluations on topics such as the efficacy of assignments, pedagogy, assessments, and related topics, many of which also address the intent of this standard.
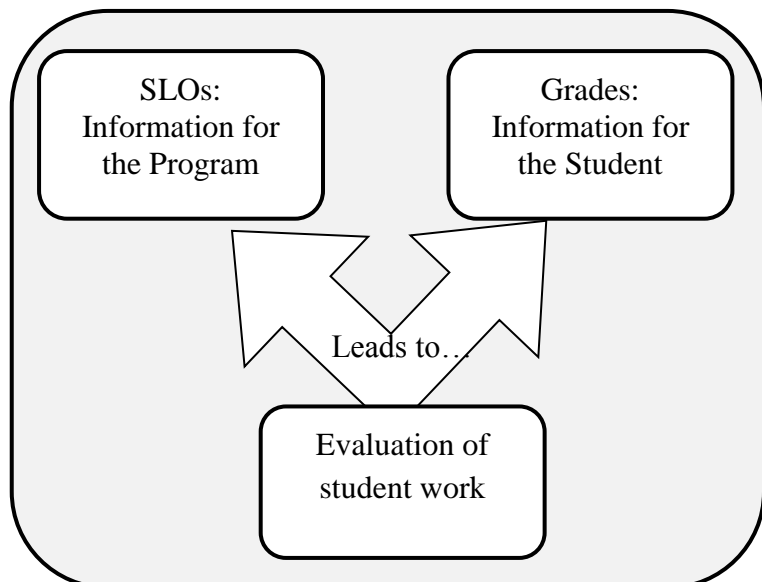
Figure 3. A diagram from the SLO section of the faculty handbook is an example of informational material used to inform MPC faculty and staff about SLO issues and processes. This particular image shows how a single assessment could provide both grades for the student and valuable information about student learning for the program.
http://www.mpcfaculty.net/senate/FacultyHandbook/FacultyHandbookSLOs.pdf

In late spring 2012, the faculty union (MPCTA) accepted the Academic Senate recommendation and developed a tentative agreement with the district to include language about participation in program review and program reflections in the faculty contract and in evaluation materials (http://www.mpcfaculty.net/senate/MPCTA/SLO-TentAgreement-5-10-2012.pdf). In a subsequent vote, MPC faculty approved the tentative agreement, and the proposed language was added to the faculty contract (http://www.mpcfaculty.net/senate/MPCTA/MPCTAMinutes5-25-12.pdf).

6.   Spring 2011, SLOs in the Faculty Handbook

In May 2011 the Academic Senate developed and approved a SLO section for the Faculty Handbook. This section was designed to help educate faculty on the value and utility of SLOs. A couple of images were used to help convey this information. The image to the left (figure 3), for example, shows that evaluation of student work can be used to both assign grades to the student and to glean information about student learning when assessing the quality of programs. MPC has encouraged instructors to use their normal assessment of student work for both grading purposes and for their SLO work. The new section of the Faculty Handbook also explains the GEO process and how the Program Reflections tie into planning and resource allocation. The Faculty Handbook is given to all new faculty members as they arrive at MPC. During their two-day orientation meetings, many MPC processes and procedures are reviewed, including SLOs, GEOs, Program Reflections and how to integrate SLOs onto all course syllabi.

The complete Faculty Handbook is available on the Academic Affairs website.
http://mympc.mpc.edu/academics/AcademicAffairs/Handbook/Faculty%20Handbook%202012-2013.pdf

7. Fall 2011, Revitalization of the SLO Committee

In fall 2011, with the introduction of an interim Vice President of Academic Affairs, the SLO Committee was revitalized. The goals of the SLO for the 2011-2012 academic year were four-fold:

1. Develop a plan to write this report;
2. Write this report;
3. Develop stronger connections between the Program Reflections process and all of the ways that the institution allocates resources;
4. Critically evaluate the program review processes in all three areas of the college and propose ways to standardize them.

8. Fall 2011, Begin efforts to create an Educational Master Plan

At the request of the President/Superintendent, the institution began work on formulating an Educational Master Plan (EMP), a document that would provide a basis for all types of planning for the institution.

Figure 4 shows the relationship between the EMP and all other planning documents, as well as to the Program Reflections and Program Review Annual Updates. To formulate the EMP, all areas of the institution were asked to review their recent Program Reflections documents and summarize their
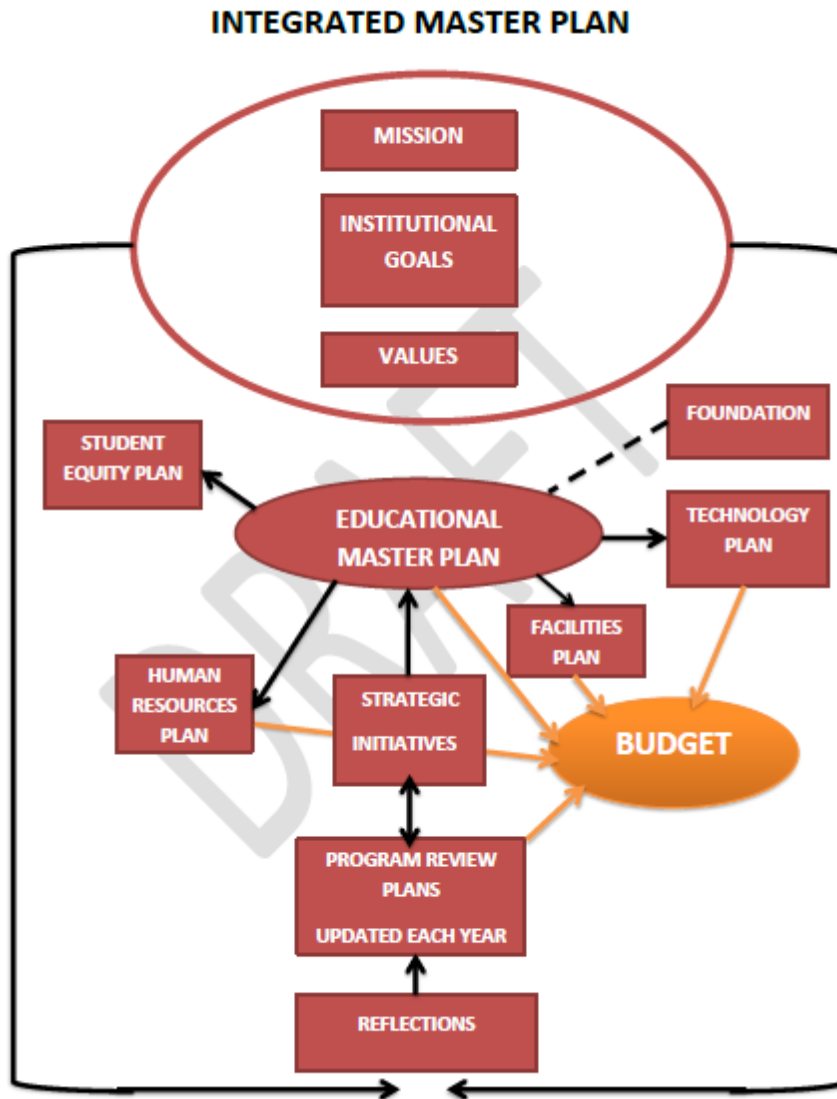
INTEGRATED MASTER PLAN

Figure 4. This chart shows the relationship between the Educational Master Plan (EMP) and all of the other plans that MPC currently uses. It also shows Program Reflections (referred to as "reflections" here) and the Program Review Annual Updates as feeding into the EMP. This concept was approved during the development of the EMP.

program's mission, scope, and direction. Through this review process, the Program Reflections process provides the basis for the Institution's multi-year planning document and forms a connection between learning in the classroom and institutional planning. For example, the 2012 EMP includes the Math Department's prioritized request for two additional full-time Math instructors. It also includes the Earth Science Department's continued prioritized need for sustained field trip funds and adequate equipment and supplies to support Marina Education Center students.
http://www.mpc.edu/academics/EducationMasterPlan2012/Forms/AllItems.aspx

The Vice President of Academic Affairs presented the need to formulate an EMP at the October 20, 2011 Academic Senate meeting. The Academic Senate responded by appointing faculty members to the task-force to write the EMP. http://www.mpcfaculty.net/senate/10-20-11/Minutes10-22-2011.doc

The EMP team took ownership and wrote the EMP. Primary themes emerged from reflections about student learning through program review activities. These themes are folded into the planning and decision making process to inform college wide decision making, and defines the resulting objectives. The EMP was brought to shared governance committees through the end of spring 2012 and it was approved by the Board of Trustees in July 2012.
http://www.mpc.edu/academics/EducationMasterPlan2012/Forms/AllItems.aspx

9. *Fall 2011 – Spring 2012, Connecting all types of budget dependent and non-dependent resource allocation to student learning and the Program Reflections Process*

As detailed in previous sections, the Program Reflections process is well connected to the action plan and program review processes. The program review process, including the annual action plans, is the primary way in which college funds are allocated. The college does employ, however, other processes which before the 2011-2012 academic year, were not as connected or informed by the program reflections process and SLOs. These processes included:

- Faculty Position Requests
- Classified Position Requests
- MPC Foundation Grant Proposals
- Travel Reimbursement Requests
- Grant Application Pre-Approvals
- Emergency Instructional Equipment Requests

During the 2011-2012 academic year, the institution made several changes to the forms that guide these requests or proposals. Several examples of these types of changes are shown in figure 5 on the next page. The changes are highlighted by red circles. In general, when making any of these types of resource requests, MPC personnel must now relate the allocation of funds to student learning and/or discussions related to student learning. The Academic Senate reviewed these changes on March 1, 2012 and supported them.
http://www.mpcfaculty.net/senate/3-1-12/Minutes3-1-12.pdf
All of the revised forms are available in a single document at
http://www.mpcfaculty.net/senate/AccredResponse2012/RevisedForms/SLOAllFormsHighlight.pdf

As an example, new wording in the classified position request form now reads, "If the position is new or revised, explain how this position supports student learning." Similar changes were made in all of the documents.

Figure 5. Revised resource allocation documents

C.   Rationale for the Position

1.   Description of need. Please include information on the effects on the program, your division, the college, and the community of filling the position versus not filling it.

2.   If this position is new or modified, is it addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review, the Department's Program Review Update and Action Plan, and/or the Division's and/or Department's Program Reflections?

☐ Yes (Please cite below.)   ☐ No (Please explain

1. Faculty Position

3.   Annual cost of the proposal, and source of funds: _____
_____

4.   Justification/rationale for this position and consequences of not filling the position.
_____

5.   If the position is new or revised, explain how this position supports student learning.
_____

Reverse this sheet, and use the table for tracking the progress of

2. Classified Position Requests

Describe the project; program; event; and/or equipment (*attach all relevant documentation to support the funding costs – i.e. conference registration information, air travel expenses, etc.*):

Describe how it will benefit student learning at MPC:

3. Foundation Grant Proposals

Figure 5. These screen-grabs of district forms show how student learning and program reflections have been more tightly integrated into all resource allocation processes. Circles show the added or revised language. Please view the complete version of all the forms at:
http://www.mpcfaculty.net/senate/AccredResponse2012/RevisedForms/SLOAllFormsHighlight.pdf
Also see the revised travel request form at:
http://www.mpcfaculty.net/senate/AccredResponse2012/RevisedForms/SLOTravel-ConferenceFormHighlight.pdf

Summary of Responses to the Three SLO Recommendations

1. Complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).

Through ongoing dialog and the program reflections process, MPC has completed the process of assessment to guide improvement of student learning. MPC continues to assess student learning. Since spring 2010, the institution has formalized its dialog about assessment results by providing time – usually two hours – during the flex days that begin each semester. The results of this dialog, referred to as Program Reflections, are well integrated into the program review process. The Program Reflections provide the rationale for budget dependent and non-budget dependent resource allocation requests, both through the action plan process of program review, and through a variety of other resource allocation processes such as Foundation grant proposals, classified position requests, and travel reimbursement requests. The action plans are presented annually to shared governance groups to document proposed improvements, share achieved improvements and results, and inform resource allocation decisions. Program, GE, and institutional SLOs have been proposed, discussed, and agreed upon. All of the program and institutional SLOs are designed as course-level SLOs. The purpose of this integration of program, institutional, and course SLOs is to make all outcomes evaluable at the course level so that instructors will evaluate them as part of their normal assessment activities in each of their courses.

2. Complete 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).

MPC has completed the process of identifying course level student learning outcomes and helping students have clear expectations of what they can expect to be able to do at the end of the course, as MPC faculty members now include SLOs on their syllabi. If SLOs are not included on syllabi, faculty members are reminded by the Office of Academic Affairs to revise syllabi that lack SLOs.

3. 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 (IIIA.1c).

MPC has addressed the intent of the ACCJC standard to include SLOs in evaluations. The Academic Senate recommended to the faculty union that an item about participating in program review be included in faculty evaluations. The rationale was that since the SLO process is contained within the program review process, as explained in this document, being evaluated on participation in the program review process necessarily encompasses participation in the SLO process. 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 (http://www.mpcfaculty.net/senate/MPCTA/SLO-TentAgreement-5-10-2012.pdf ; http://www.mpcfaculty.net/senate/MPCTA/MPCTAMinutes5-25-12.pdf).

Is it working? Yes. Evidence from the Program Reflections

1. Faculty appreciation and participation in the flex day Program Reflection sessions is increasing.

MPC has evaluated participant impressions of its flex day programs over the last few years. Both participation and positive comments have steadily increased over the last few semesters.

Spring 2011: The Program Reflections session was scheduled before all other sessions on the first day of two flex days to emphasize its importance. A majority of respondents (~55%) responded favorably to the statement, "I found these sessions to be helpful and informative." About 35% of the respondents did not attend the session. A single comment concerning the Program Reflections read, "Please keep the program reflections session, this is often the only opportunity to engage in broad discussion regarding student learning outcomes. … Our meeting was productive, informative, and helpful…."

Reference: Survey Monkey Evaluation Results for spring 2011
(http://www.mpcfaculty.net/senate/flexSpring2011/SurveyResultsS11Summary.xls)

Fall 2011: The session was held after lunch in lieu of afternoon breakouts. Attendance declined from the previous semester. About 27% of the 96 respondents indicated a favorable impression, with 71% indicating that they did not attend the session. This session was scheduled in the afternoon after a brown bag lunch; for the first time, budget cuts prevented the institution from providing a light lunch for flex day participants. Of the ten respondents who submitted written comments, four of them were positive. The other respondents were not faculty, were required to be elsewhere, or did not find the session useful.
Reference: Survey Monkey Results for fall 2011
(http://www.mpcfaculty.net/senate/FlexF11/Fall2011FlexDaySurveyResults.xls)
(http://www.surveymonkey.com/sr.aspx?sm=nNcg2NiQX8vYyL%2bhfgV3AlKSPpjG0LkIABnJf5utKQY%3d)

In spring 2012, 75% of the 32 respondents indicated a favorable impression, with 25% indicating that they did not attend the session. This session was scheduled from 2:30-4:30 in the afternoon after a brown bag lunch. Note the greater participation rate compared to fall 2011. In addition, all of the written comments were positive. Note that participation in the survey is voluntary and has declined over these three semesters. Whereas participation in the evaluation surveys has declined over the past three semesters, participation in the Program Reflection sessions themselves has *increased* greatly based on data recorded on the Program Reflections forms.
Reference: Survey Monkey Results for spring 2012
(http://www.mpcfaculty.net/senate/FlexS12/S2012FlexSurveyResults.xlsx ;
http://www.surveymonkey.com/sr.aspx?sm=MeIcSCiCKCWaVANdhHiQ7MxDSjXDK818lffqyQ2QMQU_3d)

Participation in the Program Reflections is now mandatory across the institution. In addition to all faculty members participating, all personnel in Academic Affairs, Student Services, Administrative Services, and the President's Office are now released from their regular duties in order to participate in the sessions and produce the reports. Examples of results from some of these sessions are summarized in the next section.

2. Substantive dialog in the Program Reflections is leading to resource allocation requests in the action plan process and to efforts to improve student learning.

The most significant evidence for SLO proficiency at MPC is the record of Program Reflections dialog leading to action plans in the program review process throughout the last two academic years. The Program Reflections process is the centerpiece of MPC's SLO process. Program Reflections occur every semester at flex days, when staff come together to engage in dialog about their assessment of student learning. Because MPC's program, GE, and institutional SLOs are all embedded in course SLOs, the Program Reflections dialog encompasses all of the outcomes at MPC. Faculty and staff are free to discuss whatever SLO they think is most important to their programs in any given semester. In this manner, the most important issues are given highest priority. The dialog leads to Action Plans, which are requests for resources or plans to improve student learning.

A few examples from these documents illustrate the substantive dialog that is occurring and how the dialog leads to resource allocation requests or non-budget dependent plans to improve student learning.

Examples from the 2010-2011 Academic Year

The main pieces of evidence for this section are:

1. Completed Program Reflections:
   http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf.

2. Completed Action Plans and Program Review Annual Updates:
   http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf.

English

In its January 26, 2011 Program Reflections, the English Department indicated that the level of student success in any of their classes was related to the level of preparedness—or under-preparedness—of incoming students. They noted the discontinuance of the requirement for all students to take the English Placement Test before registering for classes. Students are now allowed to sign up for classes that carry English advisories rather than prerequisites without knowing whether or not they satisfy the advisories. Thus, students often lack the appropriate level of reading and writing skills, which negatively affects their success. The lack of appropriate skills of entering students has negatively impacted the success of these students. The English Department also discussed the increased instances of plagiarism in their classes. *Reference:* http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf.

This Program Reflections dialog led to action plans involving requests to reinstate the English Placement Test for all registering students, working more closely with Counseling and other student services. A committee is currently revising rules associated with the English Placement Test, and students will be informed of the need to assess prior to registering for classes. When funds allow, the English Department plans to purchase software designed to detect plagiarism. These efforts are aimed at improving student attainment of the ENGL 1A SLOs.[1]
Reference:
http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf.

English and Study Skills Center

The English and Study Skills Center (ESSC) is an MPC learning center that students utilize for individualized help with (mostly) basic skills in writing. In the spring 2011 Program Reflections, the ESSC staff discussed assessment strategies and the manner in which ESSC staff "check in" with students. *Reference:* http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf.

These conversations led to a variety of action plans to improve the ways that the ESSC serves students. One example is "work with the English Department toward more cooperation, collaboration, and cohesion between English 301/321 and the lab co-requisites 401/421. Currently there is little crossover, except in isolated incidents, between assignments done in English classes and assignments done in English labs." Since this dialog in the 2010-2011 academic year, collaboration between the English

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[1] ENLG 1A SLO example: Form a provable thesis, develop it through factual research and distinguish between fact and opinion.

Department and the ESSC has increased through the English Department's Student Success Task Force (SSTF) Sub-Committee. This committee was formed in response to the state's SSTF recommendations and will seek funding from the Basic Skills Committee to research ways that the English Department, the ESSC, and the Reading Center might improve success, persistence, and retention rates in the basic skills sequence of English classes, including the pairing of 301[2]/401 and 321[3]/421. The ESSC director plans to investigate alternative delivery models for lab instruction, focusing in part on models that increase cohesion between classroom and lab instruction.

Another action plan was to "Explore ways to incorporate more interaction between ENGL 401 students and staff as students work through the sequence of lab activities and quizzes." In summary, the ESSC is trying to generate more collaboration with English Department faculty and enable more face-to-face contact with students using the ESSC. Both are expected to increase student success rates.
To accomplish both of these goals, the English Department has embarked on a complete revision of the ENGL 401 lab sequence of assignments, moving away from Pearson's *My Writing Lab* and toward developing their own content using iLearn, a web-based teaching tool. This revision will be done in conjunction with the research and sub-committee work mentioned above, further increasing collaboration between the ESSC and the English Department.
Reference:
http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf.

Math

In its January 26, 2011 Program Reflections, the Math Department echoed the English Department dialog and also talked about the under-preparedness of its students entering the Math classes. The Math Department engaged in dialog about the value of the Math Assessment Test and the validity of students taking prerequisites at other colleges. Automating homework assignments via software was discussed. The Math Department also discussed a number of curricular changes such as offering some of the lower-level Math courses over an entire year rather than a single semester. These types of changes, however, would require hiring more Math faculty members, something that has been difficult under current fiscal constraints. The Math Department has experimented with changing the number of days/week some of its courses are offered. At times, they have increased the frequency of classes per week, believing that students can absorb and retain more when material is introduced in smaller chunks at a time, and when student-instructor contact occurs with greater frequency throughout the week.
Reference: http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf.

Engineering

In its spring 2011 Program Reflections, Engineering faculty, which consisted of one full-time faculty member and two adjuncts, discussed the lack of motivation of Engineering students and their lack of problem-solving ability. In Engineering, a possible curricular solution has been proposed and implemented. Students now turn in homework for credit. The homework has been redesigned to take the student from drills which emphasize technique (with answers included) to problems that emphasize

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[2] ENGL 301 SLO example: Write clear, effective sentences, which demonstrate control of grammar, diction and technical conventions in academic writing.

[3] ENGL 321 SLO example: Use appropriate conventions of Standard American English; including grammar, punctuation, mechanics and syntax

problem-solving (answers not included), thereby building up skills to meet ENGR 1 SLOs.[4] They also recognize that students in the adjunct-taught ENGR 2 graphics class need more support during the week to learn the software. More support would enable greater attainment of ENGR 2 SLOs.[5]

Finally, the Engineering faculty discussed the success of MESA programs elsewhere and the value of starting one at MPC. "If we're serious about learning outcomes," they said, "this is a program that works."
Reference: http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf .

Engineering Action Plans included proposals to buy updated 64-bit software to possible collaborations with neighboring institutions. They also plan to advocate for installment of a MESA program office, mentioning that MPC's neighbor Hartnell Community College considers the MESA program a crucial factor in their success.
Reference:
http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf.

Earth Science

The essence of Earth Sciences is to take students into the field and have them interpret the origin of landscapes, rock outcrops, and ocean processes such as waves and currents. The majority of dialog in the Program Reflections revolved around how to support these field experiences in the classroom. One example of how this dialog was noted into action planning can be found in the Earth Science Action Plan (2010-2011). The plan includes obtaining equipment to create the zoom-able panoramic photographs and bring virtual globes into the classroom. This project includes taking high-resolution zoom-able panoramic photographs of outcrops encountered on field trips to support GEOL 2 and 2L SLO #2[6], and was funded by a Sarlo Grant and completed during the 2011-2012 academic year. Other such projects include deploying ocean drifters to measure ocean currents to support OCEN 2 and 2L SLO #3[7]. The Earth Sciences Department also talked about the struggles of students not fully prepared for a college-level science course. Finally, the challenge of offering Earth Science classes at the Marina Ed Center was discussed.
Reference: http://www.mpcfaculty.net/senate/AccredResponse2012/ProgramReflectionsSummary2010-2011.pdf .

The Earth Science Action Plan includes obtaining equipment to create the zoom-able panoramic photographs and bring virtual globes into the classroom. This project was completed during the 2011-2012 academic year. An ongoing need is to obtain instructional equipment and supplies to teach Earth Sciences at the Marina Ed Center. Some of this equipment has been purchased and additional purchases

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[4] Apply basic engineering principles and use common computer tools to design and build a product in a team environment; students will be able to identify the main branches of engineering, the education options, and the roles and responsibilities of engineering in society.

[5] Use 2D and 3D CAD Software to design, describe and document engineering products.

[6] Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes.

[7] Analyze how oceanic processes contribute to the Earth's systems from geological, chemical, biological, and physical perspectives.

are currently being evaluated. Planned curricular changes included more overt and explicit emphasis on the scientific method in Oceanography labs. These efforts specifically support the Natural Sciences General Education SLO.[8]

Reference:
http://www.mpcfaculty.net/senate/AccredResponse2012/ProgRevAnnualUpdateSummary2010-2011.pdf.

Examples from the 2011-2012 Academic Year

The main pieces of evidence for this section are:

1. Completed Program Reflections
   http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf .

2. Summaries of Program Reflections shared at Advisory Group meetings
   http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/Forms/AllItems.aspx .

3. Completed Action Plans and Program Review Annual Updates for Academic Affairs
   http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf .

Automotive Technology

Reading comprehension was the principal topic of conversation among Automotive Technology faculty during their spring 2012 Program Reflections. Lack of reading comprehension prevents a significant cohort of Auto Tech students from fully achieving any of their SLOs, and prevents them from passing certification exams, an important metric of SLO achievement. The group reported that sending students to the various student support services was not consistently successful. Several goals/plans emerged from the discussion, mostly centered around assessing students' reading skills within the Auto Tech Department and working more closely with the support services available on campus, to result in better support of Auto 170 SLOs.
Reference:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf p. 53.

In the 2012 Action Plans, Auto Tech listed the creation of pre-requisites for certain upper division courses in order to ensure that all incoming students had the reading skills that would be required. The rationale for this action plan cited the Program Reflections dialog about students entering the class without foundational skills. This is an example of the close relationship between the Program Reflections process and MPC's planning and resource allocation process.
Reference:
http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf .

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[8] Use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.

Biology/Anatomy and Physiology/Health

In the spring 2012 Program Reflections, this group discussed the study skills, or lack thereof, of their students. Students cannot achieve the SLOs of courses in these departments without these skills. Several ideas were discussed to address these problems, from giving quizzes the day of a lab to encourage students to prepare for that day's lab, to providing more oversight to student tutors to ensure that they don't cross the line from tutoring to lecturing. Another idea was using a program called Screenflow to record lectures for students to access on-line for review purposes.

These efforts would support the natural sciences SLO[9], which is incorporated into all science classes, as well as additional course-level SLOs.
Reference:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf .

As a result of the Program Reflections dialog, both the 2012 Biology and the 2012 Anatomy and Physiology Action Plans listed such items as "Applications of technology within the laboratory", and "Improve retention and success rates". The Screenflow software was purchased during the 2011-2012 academic year and is currently being used in a variety of classes including Anatomy 1, Biology 10, 21,22, and 30. Faculty members from the Biology Department report that the system has worked so well that additional systems were purchased at a later date. These action items address to the Program Reflections dialog about ways to improve student attainment of SLOs.
Reference:
http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf .

Social Sciences

In Social Sciences, the fall 2011 Program Reflections centered around the critical thinking skills that students must demonstrate to attain the SLOs in Social Science courses. Discussion centered around ideas to provide students with "prime sources" and model ways for students to read and critically examine them. The faculty talked about giving students examples of student work that successfully analyze a text. In spring 2012, they met as a group and, spurred by a presentation on SLO efforts in Anthropology, discussed the kinds of assignments they give that address the kinds of skills described by their SLOs.[10] Response to this kind of discussion, as described in informal and formal meetings was very positive.
References:
Program Reflections:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf P. 36 and 74.

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[9] Natural Sciences General Education Outcome (GEO): Use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.

[10] Examples of Physical Anthropology (ANTH 2) and Cultural Anthropology (ANTH 4) SLOs include: Differentiate between fact and fiction and recognize logical fallacies and faulty reasoning; demonstrate their knowledge of the unique place of humanity in the biological world; critically examine and comprehend human nature and behavior, social traditions, and institutions.

Summary:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/Academic%20Affairs%20Summary%20Notes%20on%20Program%20Review%20and%20Reflections%205-9-12.pdf .

In the Social Sciences 2012 Action Plans, many of the specific items referred to revising curriculum or revising class assignments. "Develop revised curriculum for History 7 and 4 to teach online and face-to-face in spring 2013" is one example. "Update and acquire laboratory materials (bones, artifacts, data analysis equipment, etc.) for purposes of supporting student learning outcomes in the department's core courses" is another example from the Anthropology Department. These types of materials were purchased for the Anthropology laboratory during the 2011-2012 academic year through an MPC Foundation Grant. In addition, many requests involved requesting new full-time faculty members to provide leadership in departments with no full-time instructors. Leadership to improve student attainment of student learning outcomes is difficult in departments with no full-time faculty.
Reference:
http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf .

School of Nursing

The Program Reflections for Nursing documented a wide-ranging dialog. One of the principal topics was student learning in a changing health care environment and embodied by the national Quality and Safety in Nursing Education initiative. As discussed at their meeting, the School of Nursing has developed an educational master plan to address these changes, which will involve a major curriculum change over the next few years to ensure that students can attain SLOs of the Nursing program and its courses.
Reference:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf p. 62.

In their action plans, the School of Nursing asks for funds to plan for the major curriculum change over the next few years by sending faculty members to attend a national forum on the Quality and Safety in Nursing Education. The School of Nursing Action Plans starts to lay the groundwork for a multi-year effort of changing curriculum.
Reference:
http://mympc.mpc.edu/Committees/AAAG/Lists/Announcements/Attachments/12/Program%20Review%20Annual%20Update%20Report%202011-2012.pdf .

Counseling

The Program Reflections session in Counseling centered on issues related to the difficult situation of increased state and federal regulations paired with less counseling personnel to interact directly with students. Considering the myriad of issues confronting students, especially at the beginning of a semester, counselors do not have enough time to ensure that students understand all of the necessary information. The Program Reflections session resulted in counselors prioritizing how they organize their time in individual meetings with students, devoting the first few minutes to determining which needs are immediate and which needs can be met with a counseling meeting later in the semester. Examples include showing new students how to read their assessment results, use the online class schedule, select courses, and use WebReg versus discussing UC and CSU campuses that offer their intended major.

These specific examples support MPC Counseling SLOs.[11] The spring 2011 semester marked the first time that Counseling and other Student Services departments joined the instructional faculty in meeting during flex days to have the Program Reflections dialog, making it a truly institutional effort.
References:
Program Reflections:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf , pp. 93-94.

Summary:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/Student%20Services%20Summary%20Notes%20on%20Program%20Reflections%205-24-12.pdf .

Re-Entry and Multicultural Center

Program Reflections for the Re-Entry and Multicultural Center centered around strategizing on how a program that has recently been scaled back can continue to provide a level of services that approaches previous offerings. Results of the dialog involved plans to collaborate more closely with other Student Services departments, update grant applications to include more demographic information in order to more clearly define the cohorts of students served and more clearly see the benefits of the services, and to continue to offer events and workshops consistent with the Re-Entry and Multicultural Center's mission statement. The spring 2012 semester marked the first time that the Re-Entry and Multicultural Center and other Student Services departments joined the instructional faculty in meeting during flex days to have the Program Reflections dialog, making it a truly institutional effort.
References:
Program Reflections:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf p. 100.

Summary:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/Student%20Services%20Summary%20Notes%20on%20Program%20Reflections%205-24-12.pdf .

Facilities and Security

The SLOs for this group include contributing to student learning by providing a clean, comfortable, and secure campus environment to enable students attain their academic objectives. Issues arising in the Program Reflections included challenges involved with smoking, food and drink in the classrooms, and parking. Discussion centered upon how to work with the campus community to address these issues. Smoking policy needs to be clearly stated and reasonably defended. Food and drink in classrooms make cleanup more difficult with reduced custodial staffs. Emergency numbers should be posted on campus maps and signage. Parking issues could be addressed through adjusting classroom scheduling away from peak hours. The main goal resulting from the dialog is to increase efforts to communicate with the rest of the institution about these issues and provide a clean, comfortable, and secure environment for student learning. The spring 2012 semester marked the first time that the Facilities and Security and other departments from Administrative Services joined the instructional faculty in meeting during flex days to engage in the Program Reflections dialog, making it a truly institutional effort.

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[11] Counseling SLO example: Utilize appropriate resources to identify and develop academic and career goals.

References:
Program Reflections:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf pp. 79-80.
Summary:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/Administrative%20Services%20Summary%20Notes%20on%20Program%20Reflections%205-29-12.pdf .

President's Office/Human Resources/The MPC Foundation/Office of Institutional Research

These groups all report to the President, so they met together for their Program Reflections dialog. Although all of these groups do not address student learning directly, they do all provide support to systems that are critical to the effective delivery of instruction or service to students. Although disparate in function, these groups found common challenges, which consisted of communication, limited funding, and technology. Strategies were developed to address the challenges in each of these areas. For communication, use of the Educational Master Plan for setting priorities, outsourcing of public relations, and collaboration with regional four-year universities were all discussed. For limited funding, collaboration between departments was emphasized; Human Resources needs automated data bases to streamline some of their tasks. To address the technology issues, the group suggested directing limited resources to revamping the public website. They felt the public website does not allow ease of use for registration, access to course information, information about the college, or in conducting college transactions. The spring 2012 semester marked the first time that groups within the President's Office joined the instructional faculty in meeting during flex days to engage in the Program Reflections dialog, making it a truly institutional effort.

References:
http://www.mpc.edu/information/accreditation/Student%20Learning%20Outcome%20Documents/SLO%20Assessment%20Report%202011-2012.pdf pp. 76-77.
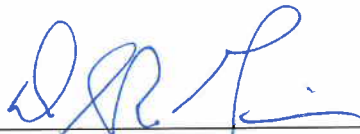
Certification of Follow-up Report

October 2012

To: Accrediting Commission for Community and Junior Colleges,
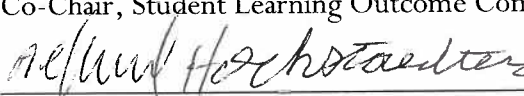   Western Association of Schools and Colleges

From: Monterey Peninsula College
        980 Fremont Street
        Monterey, CA 93940

This Follow-up Report is submitted in response to Recommendation 1 – 3 on Student Learning Outcomes. We certify that there was broad participation by the campus community. We believe this Follow-up Report accurately reflects our efforts and plans to enhance Student Learning Outcomes at Monterey Peninsula College.

Signed: _____ Date: _9-26-12_____

Dr. Douglas R. Garrison, Superintendent/President, Monterey Peninsula College

_____ Date: _9-26-12_____

Dr. Loren Steck, Chair, Governing Board

_____ Date: _10/3/12_____

Dr. Celine Pinet, Vice President for Academic Affairs
Co-Chair, Student Learning Outcome Committee

_____ Date: _9/26/12_____

Dr. Alfred Hochstaedter, President, Academic Senate
Co-Chair, Student Learning Outcome Committee