



October 5, 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 April 5, 2012, enclosed please find Monterey Peninsula College's ACCJC "Institutional Status on Student Learning Outcomes and Assessment of Learning." A copy of the report is enclosed along with a CD containing the electronic version of the report and the evidence documents. The report and evidence documents can also be accessed directly at the following URL:

<http://www.mpc.edu/information/accreditation>.

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,

A handwritten signature in blue ink, appearing to read "D. Garrison", is written over the typed name and title.

Dr. Douglas Garrison
Superintendent/President

Enclosures

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report:

Institution's Name:

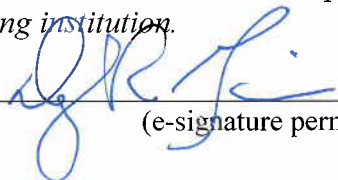
Name and Title of Individual Completing Report:

Telephone Number and E-mail Address:

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO:

Signature: _____



(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3[See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 1578
- b. Number of college courses with defined Student Learning Outcomes: 1578
Percentage of total: 100%
- c. Number of college courses with ongoing assessment of learning outcomes: 1578
Percentage of total: 100%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 148
- b. Number of college programs with defined Student Learning Outcomes: 148;
Percentage of total: 100%
- c. Number of college programs with ongoing assessment of learning outcomes: 148;
Percentage of total: 100%

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 33
- b. Number of student learning and support activities with defined Student Learning Outcomes: 33; Percentage of total: 100%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 33; Percentage of total: 100%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 8
- b. Number of institutional learning outcomes with ongoing assessment: 8

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Yes - In recognition of MPC's SLO and assessment process, MPC's SLO Coordinator was awarded the ASCCC and RP group POWER 2012 Statewide SLO Champion award. Through ongoing dialog and the program reflections process, MPC completed the process of assessing 100% of its courses, programs, support services, certificates, and degree outcomes to [guide improvement of student learning](#)¹. MPC uses CurricUNET to record course, program, and institutional outcomes.

Course outcomes are also included on [instructors' syllabi](#)². [Student Services outcomes](#)³ are published on the MPC Accreditation website. Transfer degree outcomes are [MPC's General Education Outcomes \(GEOs\)](#)⁴ and published in the college's catalog. CTE degree outcomes include GEOs and/or degree specific requirements and are published in the [college's catalog](#)⁵. Certificate outcomes are published under the parent program in the college's catalog.

The institution formalized its dialog about assessment results by providing structure—usually during two hours—during flex days that begin each semester since Spring 2010. The results of this dialog, called Program Reflections, are well integrated into the program review process. The Program Reflections provide rationale for budget dependent and non-dependent resource allocation requests, 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. Updated action plans are presented annually to shared governance groups to document proposed improvements, share achieved improvements and results, and inform institutional [planning and resource allocation decisions](#)⁶.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

The most significant evidence for SLO proficiency at MPC is the record of Program Reflections dialog.

¹ [2011-2012 Institutional SLOs and Assessment Report](#)

² [Spring 2012 Course Syllabi with SLOs](#)

³ [Student Services SLOs](#)

⁴ [2012-2013 College Catalog pages with GEOs](#)

⁵ [2012-2013 College Catalog](#)

⁶ [2012 MPC Response to ACCJC Recommendations Concerning SLOs](#)

The Program Reflections process is the centerpiece of MPC’s SLO process, occurring every semester at [Flex Days](#)⁷ when groups of faculty, staff, and administrators come together to engage in dialog about their assessment of student learning, based on what is most relevant to their programs in given semesters. The dialog provides rationale for [Action Plans](#)⁸, which are requests for resources and plans to improve student learning. Program Reflections are compiled into an annual “Institutional SLO & Assessment Report” and shared through the college’s shared governance groups ([College Council](#)⁹, [Academic Senate](#)¹⁰, [Academic Affairs Advisory Group](#)¹¹, [Student Services Advisory Group](#)¹², and Administrative Services Advisory Group) as well as the Board of Trustees.

Annual actions plans guide institutional prioritization for [resource allocation decisions and planning](#)¹³. Please see the Biology/Anatomy and Physiology/Health [spring 2012 Program Reflections](#)¹ page 55, notes planning further testing of Screenflow and a wireless microphone purchased to record lectures and make them available to students. A foundation grant may be written to acquire another set of the system for use with A&P course after testing.

Program reflections also informed the [2012-2017 Education Master Plan](#)¹⁴ of needs for technology and staffing to improve student learning opportunities, [whereby directing institutional attention and resources](#)¹⁵.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

The institution has formalized its dialog about assessment results by providing structure —about two hours—during flex days at the beginning of each semester since Spring 2010. The results of this dialog, referred to as [Program Reflections](#)¹⁶, are integrated into the program review process. The Program Reflections provide rationale for resource allocation requests, both through the action plan process of

⁷ [2012 Spring Flex Day Program Reflections Presentation](#)

⁸ [Program Review Annual Update Action Plan Templates](#)

⁹ [College Council Minutes May 29, 2012](#)

¹⁰ [Academic Senate Minutes May 17, 2012](#)

¹¹ [Academic Affairs Advisory Group Minutes May 9, 2012](#)

¹² [Student Services Advisory Group and Student Services Coordinators and Managers Minutes May 24, 2012](#)

¹³ [Planning and Resource Allocation Process Diagram](#)

¹⁴ [2012-2017 Education Master Plan](#)

¹⁵ [Meeting MPC’s Technology Needs](#)

¹⁶ [Academic Affairs Instructor and Program Reflections on Student Learning Template](#)

program review, and through a variety of other resource allocation processes such as [Foundation grant proposals](#)¹⁷, [classified position requests](#)¹⁸, and [travel reimbursement requests](#)¹⁹. The action plans are presented annually to shared governance groups to inform resource allocation decisions. Program and GEOs/Institutional SLOs have been proposed, discussed, and agreed upon. All of the program and institutional SLOs are explicitly integrated into [course-level SLOs](#)²⁰. The purpose of this integration of program, institutional, and course level SLOs is to make all outcomes evaluable at the course level so that instructors assess them as part of their naturally occurring assessment activities, in each of their courses.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The [SLO/Program Reflections](#)¹⁶ dialogue provides rationale for the [Action Plans](#)⁸ which inform the [Resource Allocation process](#)¹³. The ongoing dialog and the resulting Program Reflections are integrated into the program review process and provide rationale for resource allocation requests such as [faculty hires](#)²¹, [emergency requests](#)²², and [grant approval requests](#)²³. The action plans are presented annually to shared governance groups to inform resource allocation decisions and planning processes at a higher level. Program reflections informed the [2012-2017 Education Master Plan](#)¹⁴ of the continued need for technology and staffing to support changes to improve opportunities for student learning. The institution is in the process of hiring two technology-related positions: The first, a director of Information Services, will oversee technology infrastructure and maintenance and the second, an Associate Dean of Instructional Technology, will lead MPC's effort to implement innovative uses of technology in MPC distance education and in face-to-face classroom.

Another example is that documented in the Earth Science Action Plan (2010-2011), which includes obtaining equipment to create the zoom-able panoramic photographs and bring virtual globes into the classroom. This project was funded by a grant from the Sarlo Foundation 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, funded by a small equipment and supplies budget and additional purchases are currently being evaluated.

¹⁷ [Foundation Grant Application](#)

¹⁸ [Request to Fill Classified Position Form](#)

¹⁹ [Travel-Conference Request Form](#)

²⁰ [GEOs SLOs Program Example](#)

²¹ [Faculty Position Request Form](#)

²² [Instructional Equipment Emergency Fund Request Form](#)

²³ [Pre-Application Grant Approval Form](#)

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

MPC's faculty-driven process and cycle of assessment includes [semester, annual, and five-year reviews](#)²⁴. SLO/Program Reflection reports are completed every semester, which tie into the annual program level Action Plans. Ongoing dialog and resulting Program Reflections reports and annual Action Plans are integrated into [yearly summaries](#)¹ shared through shared governance groups ([College Council](#)⁹, [AAAG](#)¹¹, [SSAG](#)¹²), as well as in the [five-year program review process](#)²⁵, providing the rationale for resource allocation requests.

The SLO/Program Reflections reports and Action Plans are presented annually to shared governance groups to inform resource allocation decisions and planning processes. Program reflections informed the [2012-2017 Education Master Plan](#)¹⁴ of the continued need for technology and staffing to support changes to improve opportunities for student learning.

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

At MPC the GEOs serve as institutional outcomes. Students who engage at MPC for a period of time, working towards a degree or transfer program participate in [general education](#)²⁶. CTE program outcomes include GEOs and/or degree specific requirements and are published in the catalog. MPC has also explicitly mapped [MPC institutional level outcomes into MPC course-level SLOs](#)²⁰ by design. Integration from GEOs and course SLOs makes outcomes evaluable at the course level so that instructors will evaluate them as part of their normal assessment activities in each of their courses and programs.

²⁴ [Integrated Master Plan](#)

²⁵ [Academic Affairs Program Review Calendar](#)

²⁶ [General Education Program & GEOs](#)

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Course outcomes are included on all [instructors' syllabi](#)². Transfer degree outcomes are MPC's General Education Outcomes (GEOs) and published in the catalog. Certificate outcomes requirements are published under the parent program in the catalog. [Student Services outcomes](#)³ are published on the MPC Accreditation website.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:

YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

MPC has reached the Continuous Quality Improvement level. MPC will continue to “fine-tune” processes to address needed improvements as part of the college’s regular Program Reflections and Review process as well as through its planning processes. Recent examples of continuous quality improvement through “fine-tuning” efforts include:

- Program Review updates.
- Improve institution-wide dialogue on Program Reflections and Action Plans through the shared governance groups ([College Council](#)⁹, [Academic Senate](#)¹⁰, [Academic Affairs Advisory Group](#)¹¹, [Student Services Advisory Group](#)¹², and Administrative Services Advisory Group)
- Program Reflections and Action Plans were used to inform the Education Master Plan and are now being used to inform MPC Foundation priorities. MPC’s Foundation is actively pursuing funding sources to support documented needs. For example, in their [2010-2011 Academic Affairs Program Review Annual Update Summary](#)²⁷ the Anthropology Department identified the need to, “Update and acquire laboratory materials (bones, artifacts, data analysis equipment, etc.) for purposes of supporting student learning outcomes in the department’s core courses.” These types of materials were purchased for the Anthropology laboratory during the 2011-2012 academic year through an [MPC Foundation Grant](#)²⁸.

²⁷ [2010-2011 Academic Affairs Program Review Annual Update Summary](#)

²⁸ [MPC Foundation Grant](#)

- Common themes emerging from Reflections and Action Plans pointed to wide spread technology and staffing needs to support student learning. To sustain continuous improvement, the institution is in the process of hiring two technology-related administrative positions. The first, a director of Information Services, will oversee technology infrastructure and maintenance at MPC. The second, an Associate Dean of Instructional Technology, will lead MPC's effort to implement innovative uses of technology, both in MPC Online, its distance education effort, and in the face-to-face classroom.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

1. [2011-2012 Institutional SLOs and Assessment Report](#)
2. [Spring Course Syllabi with SLOs](#)
3. [Student Services SLOs](#)
4. [2012-2013 College Catalog pages with GEOs](#)
5. [2012-2013 College Catalog](#)
6. [2012 MPC Response to ACCJC Recommendations Concerning SLOs](#)
7. [2012 Spring Flex Day Program Reflections Presentation](#)
8. [Program Review Annual Update Action Plan Templates](#)

Shared Governance agenda/minutes

9. [College Council Minutes May 29, 2012](#)
10. [Academic Senate Minutes May 17, 2012](#)
11. [Academic Affairs Advisory Group Minutes May 9, 2012](#)
12. [Student Services Advisory Group and Student Services Coordinators and Managers Minutes May 24, 2012](#)

13. [Planning and Resource Allocation Process Diagram](#)
14. [2012-2017 Education Master Plan](#)
15. [Meeting MPC's Technology Needs](#)
16. [Academic Affairs Instructor & Program Reflections on Student Learning Template](#)

SLO referenced documents

17. [Foundation Grant Application](#)
18. [Request to Fill Classified Position Form](#)
19. [Travel-Conference Request Form](#)
20. [GEOs SLOs Program Example](#)
21. [Faculty Position Request Form](#)
22. [Instructional Equipment Emergency Fund Request Form](#)
23. [Pre-Application Grant Approval Form](#)

24. [Integrated Master Plan](#)
25. [Academic Affairs Program Review Calendar](#)
26. [General Education Program and GEOs](#)

- 27. [2010-2011 Academic Affairs Program Review Annual Update Summary](#)
- 28. [MPC Foundation Grant](#)

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Telephone: 415-506-0234 ♦ FAX: 415-506-0238 ♦ E-mail: accjc@accjc.org