Recommendations to Meet the Standard

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1	In order to meet the Standards, the team recommends that the College completes the implementation of **TracDat** and begins to assess learning outcomes for all **instructional programs and student and learning support services a**s well as **disaggregating and analyzing** learning outcomes and achievement data for subpopulations of students, and when the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)	● PRIE ● LAC	● TracDat was implemented for Course Reflections effective January 2017. ● TracDat planning for Service Area Outcomes (SAO) assessment is in progress in spring 2017. ● Mechanisms for completing program of study-level outcomes (PLO) assessment in TracDat (including SLO-PLO mapping) is in progress in spring 2017. ● The PRIE committee has established initial tasks related to disaggregation of learning outcomes, identification of performance gaps, and evaluation of strategies to address gaps. Work groups for the tasks are being formed during the week of 4/17/17. ● SAO template created for Administrative offices. Student Services has begun inputting ● End of Summer 2017, President's office, Human Resources, IT and Office of Academic Affairs will have SAOs complete ● Program of Study Assessments will be done during Fall Flex "Program Reflections" for an hour and half. ● Program Review templates for Academic Affairs, Student Services, and Administrative services have been created in the TracDat/IPA interface using existing Program Review forms as a model. Adjustments to the templates to take advantage of TracDat/IPA's data display capabilities are in progress as of June 2017. This action also supports recommendation 4, below, as it will help create a link between student achievement/learning data and planning through the Program Review process. ● The PRIE Committee has identified subpopulations of students relevant to the College mission that can be used to disaggregate student achievement and learning data. The subpopulations can be viewed through the broad lenses of students' self-identified educational goals, student demographics (including

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			categories related to the Student Equity Plan), and course attributes (e.g., instructional modality, campus location, time, etc.) ● The PRIE Committee has developed a working definition of "performance gap" and a strategy for mitigating gaps when they are discovered. The PRIE Committee's general instrument for evaluating the effectiveness of its processes can be used to evaluate the effectiveness of these strategies as needed. ● The instructional tri-chair from the PRIE Committee has launched a project to test the feasibility of using Canvas and TracDat together in order to collect and disaggregate student learning data. ● A tool for visualizing outcomes assessment progress has been set up and is being beta-tested by the TracDat team with a goal of campus-wide roll-out by mid-September. ● The Office of PRIE released a Course Assessment Dashboard, which allows quick visualization of course outcomes assessment progress without logging into TracDat. The Dashboard allows tracking of progress by the institution as a whole, by division, or by discipline. It also allows users to quickly drill down to find the names of individual courses that still need to be assessed. The dashboard has been shared with Division Chairs, and is currently available from the PRIE Intranet site. ● LAC members led all but two divisions through and centered around PLOs (i.e., student learning outcomes for degree and certificate programs) at Fall flex. As a result of the activity, LAC has identified over 40 degree & certificate programs that appear ready for the initial cycle of PLO assessment.
2	In order to meet the Standards, the team recommends the College develop a **process and calendar to assess College's progress and planning processes** in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)	● PRIE	● The Planning Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting. ● The PRIE committee has established initial tasks related to developing a process & calendar for assessing the college's progress and processes. Work

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			- groups for the tasks are being formed during the week of 4/17/17. - PRIE has developed a format for a planning and evaluation calendar that shows when major institutional plans and processes will be evaluated over the next 10 years. The calendar includes evaluation of progress towards goals, as well as scheduled evaluations of the effectiveness of processes. - A PRIE workgroup has developed a first draft of guidelines that can be used to evaluate progress towards goals and effectiveness of processes. The first draft is on the agenda for discussion at the June PRIE Committee meeting (6/19/17). The PRIE Committee will test the guidelines using the recently finished Technology Plan as a pilot for an evaluation of progress toward stated goals and effectiveness of an institutional process. - Interim Dean of PRIE has been hired and joins MPC on July 1, 2017.
3	In order to meet the Standards, the team recommends the College **attain the sustainability level per the ACCJC rubric for Student Learning Outcomes (SLO) assessment by raising the percentage of courses** for which SLOs have been evaluated and **increasing the percentage of programs that have had PLOs assessed**. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)	Academic Senate LAC Curriculum Advisory Committee	- According to the LAC plan approved by Academic Senate, AAAG and CAC, all courses will be assessed by July 1, 2017 or be archived in CurricUNET. Only assessed courses will be included in the 2018-19 College Catalog. - Timelines for cycles of assessment have been established by LAC and endorsed by Academic Senate, AAAG, and CAC. - All instructional divisions have established course assessment plans for at least one program of study. - TracDat is in use for Course Reflections effective January 2017. - LAC has conducted TracDat training during Spring 2017 Flex, as well as at Division meetings in Social Sciences, Creative Arts, Physical Science, Physical Education, and Humanities. Thirteen (13) out of Sixteen (16) faculty in the initial training reported a positive change in their attitude towards Reflections/assessment. - As of March 2017, all divisions have completed at least one course assessment in TracDat. Anatomy and Astronomy have assessed 100% of their courses. 20 disciplines have assessed 75% of their courses.

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			- Assessments for 75 courses taught in Fall 2016 have been completed, and 9 formative assessments have been completed for courses being taught in the Spring 2017 semester. - Academic Senate is helping to facilitate assessments (March 16, 2017). - At the February 15, 2017 meeting of AAAG, it adopted the following guideline: *"If a course has not been offered in the last two years, and if it is not being scheduled and offered within the next academic year, it should be archived in CurricUNET and deleted in the Chancellor's Office."* - Progress is being made in course SLO assessment: - In March 2014, 181 out of 830 courses were reported as assessed (21.8%). - In October 2016, 664 out of 1417 courses were reported as assessed (46.9%). - In March 2017, 724 out of 1378 courses are reported as assessed (52.5%) - In April 2017, 707 out of 1223 courses are reported as assessed (57.8%) - In May 2017, 745 out of 1194 courses are reported as assessed (62.4%) - In June 2017, 760 out of 1159 courses are reported assessed. (65.62%). The goal is to have 100% of our courses assessed by December 2017, and to also make progress on the assessment at the program level (PLO assessment). - In July 2017, 772 out of 1157 courses are reported assessed (66.7%). - In Aug 2017, 814 out of 1156 courses are reported assessed (70.4%). - In Sept 2017, 868 out of 1156 course are reported assessed (75.1%). **In Oct. 2017, 900 out of 1156 courses are reported assessed (77.9%).** The goal is to have 100% of our courses assessed by December 2017, and to also make progress on the assessment at the program level assessment. **Courses that have not been assessed will not be scheduled effective fall 2018.**

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			The schedule development process for fall 2018 has just begun.
4	In order to meet the Standards, MPC needs to **engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation** into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning needs to be linked to short-range and long-range needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, ER19)	PRIE	● The Planning Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting. ● PRIE has identified initial tasks related to the development of a broad-based system of integrated planning, resource prioritization, and resource allocation. Work groups are being formed during the week of 4/17/17. ● Discussions of how to time activities related to program review and resource prioritization in order to integrate needs & data emerging from the plans into resource allocation with budget development activities are underway as of the 4/17/17 PRIE committee meeting. ● Nine (9) PRIE committee members attended an IEPI Integrated Planning workshop on 4/19/17. ● PRIE has drafted a process for prioritizing resource requests that emerge from program review and analysis of student learning & achievement data. The prioritization process is intended to link resource requests to the resource allocation and budget development processes. PRIE is actively soliciting feedback on the process from College committees and governance groups, with the goal of having the new process ready for fall. ● The Executive Committee approved a PRT Team, a resource team to assist PRIE in Fall 2017 with IEPI. ● The Interim Dean of PRIE has been hired effective July 1, 2017. ● PRIE has gathered substantive feedback from campus committees on its proposed process for prioritizing resource requests. Final adjustments to the process will be discussed at the June PRIE Committee meeting (6/19/17), with the goal of recommending the process to the S/P for implementation in the fall 2017. ● First draft of the prioritization and allocation process has been written. ● Structure for Program Review has been developed.

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			• Drafts of a timeline and narrative to accompany the Resource Prioritization and Allocation diagram have been developed and are in discussion at the PRIE Committee. • A workgroup from the PRIE Committee has met to discuss improvements to Program Review practices, with a goal of developing a program review process that allows greater interaction with program-level student achievement data. Improvements are in progress as of 8/9/2017, with a goal of having a first draft of the instructional program review template on the agenda at the 8/21/17 PRIE Committee meeting • **The PRIE Committee has drafted a template to use in the annual action plan process. The template links assessment of student learning and achievement data to unit planning (including program review), prioritization, and resource allocation. The template also links resource needs to institutional goals and educational master plan support documents to further effective integrated planning efforts. The first draft and direction of the template were approved at the 10/2/17 PRIE meeting, with a goal of launching for campus action plan processes in late October.**
5	In order to meet the Standard, the team recommends the College develop a process to ensure **student complaints** can be logged, resolved, reviewed, and analyzed for improvement. (Standard I.C.8)	Student Services Council	• The MPC Administrative Procedures (AP) are being reviewed to replace existing language in the current catalog defining complaints vs grievances • A full student complaint log was developed prior to the on-site visit and was provided to the on-site team. Will continue to review process for improvement. • Student Services has a team lead by Dr. Kim McGinnis (Larry Walker, Nicole Dunne, Lyndon Schutzler). The team reviewed responses from other colleges, created a new template with a column for improvements, and is adding additional categories of student complaints to the log. • Reviewing all academic council petitions over the last five years. Pulling out petitions on residency and dismissal to look for trends and patterns. This task

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			to be completed by April 30, 2017.
			● Moving forward, will revise the college catalog to remove the complaint section in catalog. The current Grievance Procedure will be the process to log and address student complaints.
			● Added an additional column, Analysis and Improvement, to the existing log that tracks the result of evaluations of our complaint processes and indicates what revisions/modifications/improvements we are making to the process.
			● Student Discipline procedures, Student Rights and Grievances, and Complaints sections of the catalog have been revised
			● Student readmission information for the past six years (2010-2016) has been obtained from IT. The information shows the following:
			    o 1918 student petitions for readmission
			    o 1899 "approved" petitions
			    o 13 "denied" petitions
			    o 1 no action
			    o 5 pending additional student information
			● Academic Council petitions reviewed for past six years (2010-2016) and analyzed for improvement. A narrative is being formulated to address what changes have been instituted that resulted in a decrease in the number of residency related petition to the academic council.
			● Student Services will have a meeting analyze the data with the goal of completing this Recommendation by the end of June 2017.
			● The College Catalog has been updated to include this information.
			
			RECOMMENDATION HAS BEEN MET

8	In order to meet the Standards, the team recommends the College conduct **regularly scheduled library surveys** of all students and faculty, regardless of location, in order to gauge user satisfaction,	Office of Institutional Research	● Library faculty/staff have developed a survey instrument with assistance from the Director of Institutional Research, with a plan to administer the survey to students and faculty at the Monterey, Marina, Seaside, and online locations

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	knowledge of services, behavior and experience, and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)	Library Division	prior to the end of the spring 2017 semester. ● A link to the Library survey was emailed to all students on 4/18/17, and will be emailed to MPC faculty and staff between 4/19/17 and 4/21/17. ● The survey closed on 5/7/17. The Office of Institutional Research has delivered the raw results to the Library Division, where the initial review of emerging themes has begun. Goal to complete this Recommendation by Fall Flex 2017. ● Library personnel have completed an initial review of the survey data and have identified several general areas where improvements can be made. A written report of the results and initial recommendations for improvements is in progress as of 6/16/17. ● The Spring 2017 Library Survey identified areas for improvement in Library programs and services, which are reflected in the Library's 2017-2018 goals. The Library will continue to conduct a similar survey on an annual basis to gather feedback on programs and services to guide planning for continuous improvement. ● Library faculty, staff, and administrators met to conduct Program Reflections on 8/26/17. Results of the Spring 2017 Library Survey were used to guide the conversation about 2016-2017 accomplishments to set goals for 2017-2018. ● As a result of discussions in spring 2017, the Library hours have been expanded by 2 hours each day. The Library will now close at 9 pm Monday-Thursday, and at 4 pm on Fridays. **RECOMMENDATION HAS BEEN MET**
9	In order to meet the Standards, the team recommends the College **improve its evaluation process of student support and learning services** to include discussion of services offered at **all centers and for distance education** based on robust Service Area Outcomes	Student Services Council	● Full review of student services at the Centers and for distance education is in process. ● A team lead by LaKisha Bradley (Larry Walker, Grace Anongchanya, Alethea DeSoto, Nicole Dunne) met to define the available services at outreach

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	and SLO assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1, II.C.2)		centers and online. ● Counseling through online "Cranium Café" is being provided. Counselors are going through training to serve students through this means at all physical sites and online. ● Research Office will develop a survey for all four campuses to cover students' awareness and usage of student services, their satisfaction with service levels, and their needs for additional services. Survey will be conducted during the early/middle of the fall 2017 term. ● Service Area planning and assessment will be included in TracDat. Team will be working to update the Student Services Program Review Calendar and develop a cycle for program level outcome assessments. ● Data in SARS Track was reviewed to identify traffic levels and requests for counseling support at the Marina Center. Discussions are in progress to identify increased counseling support at the Marina Center to accommodate these traffic hours, an expected increase in student traffic as a result of the implementation of the ACE (Dual Admissions with CSUMB) program, and increased general education course scheduling for Fall 2017. The college will double the number of counseling hours in Marina in Fall 2017 compared to Fall 2016. ● All Student Services Meeting occurred on May 5th. Program Review was discussed. Areas covered included: program review calendar, assessment cycle, and program review template and components; transition from Program Reflections to TracDat; review and identification of current SAOs/SLOs; also the need to include evaluation of service delivery to four MPC campuses (Monterey, Marina, PSTC, Online). ● Student Services has identified a division wide SAO: We will provide RICH services, regardless of location or means of delivery, and students will be

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			- informed, engaged, and connected with the campus community. Programs will add additional SAOs as needed. - Student Services developed an updated Program Review Timeline and an SAO schedule/timeline for all Student Services Programs. - Student Services representatives are on the PRIE committee that is updating and reviewing the Program Review processes and template at MPC to ensure that it reflects the evaluation of services based on SAOs and consideration of support at all MPC campuses. - Survey for student services has been developed and will be administered in early/mid Fall. - A series of focus group meetings were conducted to collect data about student experiences in order to better support students. - Dean of Student Services has been hired effective July 2017 and will be located at the Marina Center. - Survey was launched on September 11. Emails were sent to students inviting them to provide feedback on student services at the Monterey, Marina, PSTC, and online campuses. There are also additional questions regarding food service and transportation for Marina campus respondents.
13	In order to meet the Standards, the team recommends the College create a **Human Resources staffing plan** to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and are interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, ER 8)	HR Cabinet	- Cabinet members presented a high level staffing plan to the college in August 2016. - Collaborative Brain Trust Consulting Firm has been identified to prepare the HR Staffing Plan. The contract will be presented to the Board of Trustees June 2017 meeting for approval. - CBT contract was approved and initial data gathering has begun. - August 2017, data submitted to CBT.

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14	In order to meet the Standards, the team recommends the College **regularly and consistently conduct employee evaluations** for all employee groups.
	
	 The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, **as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning.** (Standards III.A.5, III.A.6)
		HR
		
		 Cabinet
		
		 Negotiations
			• Full-time and part-time faculty, and classified staff evaluations are being regularly and consistently conducted.
			 • Administrative and Executive evaluations are being tracked and will be completed more regularly and consistently in spring 2017 and on.
			 • HR is compiling data on outstanding evaluations.
			   • Full-time faculty evaluations for 2016 have been completed.
			   • Some adjunct faculty, classified, and MSC evaluations are still to be completed.
			   • We are striving for 100% completion by June 2017.
			 • Second part of the recommendation is in negotiations at this time.
			 • The District has proposed changes to contract language to MPCTA to include assessment in the self-evaluation.
			 • The District and CSEA have negotiated and agreed on tentative language
			 • The MSC evaluation process now includes the appropriate language.
			 • Evaluations of Administrators, Division Chairs, Faculty and Staff are being completed and forwarded to HR to meet the June 30, 2017 goal.
			 • Evaluations completed: Adjunct Evaluations Fall 2016 -73%; Classified 2016-92%; Managers and Administrators 2017-78%; Confidential 2017-80%
			 • Tenured-Track completed – 100%, tenured evaluations will be completed at the end of August.
			 • Spring 2017 Evaluations
			   • 68% Adjunct evaluations completed. Due to HR the 6th week of the following semester (end of September 2017).
			 • 2016 – 2017 Evaluations
			   • 100% Tenured-track faculty completed
			   • 92% Classified completed
			   • 85% Tenured Faculty completed

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			78% Administrators and Managers completed 80% Confidentials completed - Adjunct Evaluations - Fall 2017 - 95% Adjunct evaluations completed. - Spring 2017 - 77% Adjunct evaluations completed. Due to HR the 6th week of the following semester (end of September 2017). - Overall, 2016-17 Adjunct Evaluations 87% completed. 2016 – 2017 Tenured and Staff Evaluations 100% Tenured-track faculty completed 92% Classified completed 95% Tenured Faculty completed 88% Administrators and Managers completed 80% Confidentials completed **Notification of Evaluations for part-time and full-time faculty were disseminated on schedule for Fall 2017.** **The District and MPCSEA have a tentative agreement to move the evaluation cycle from due date in October to April of the academic year to align with the academic year.**
15	In order to meet the Standard, the team recommends the College establish a review **schedule of policy and procedures relevant to Human Resources**. (Standards III.A.11, III.A.12, III.A.13)	HR Cabinet	- On August 14, 2017, President's Cabinet reviewed: 14 Board Policies in Chapter 7 Human Resources 2 related Administrative Procedures to BP in Chapter 7 Human Resources 5 Board Policies in Chapter 3 General Institution 3 related Administrative Procedures to BP in Chapter 3 General Institution - On Sept. 12, 2017, President's Advisory Group reviewed; Sept. 13, 2017 EEOC Reviewed and will go to Sept. 27, 2017 Board Meeting:

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			• 14 Board Policies in Chapter 7 Human Resources
			• 2 related Administrative Procedures to BP in Chapter 7 Human Resources
			• 4 Board Policies in Chapter 3 General Institution
			• 3 related Administrative Procedures to BP in Chapter 3 General Institution
			• **On October 25, 2017 the following will be taken to the Board Meeting:**
			  • **14 Board Policies in Chapter 7 Human Resources**
			  • **4 Board Policies in Chapter 3 General Institution**

16	In order to meet the Standards, the team recommends the college immediately address **network vulnerabilities** starting with implementing a firewall solution in order for the College to ensure its technology infrastructure are appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1, III.C.3)	Information Services Dept.	• Information Services Dept. has completed key changes to improve the security of the District's technology. • Information Services Dept. has identified the need to upgrade key components of the District's networking infrastructure. • Additional hardware and software has been procured and is in the process of being installed. • Additional hardware and software have been procured and will be installed prior to the end of March 2017. RECOMMENDATION HAS BEEN MET
17	In order to meet the Standards, the team recommends the college complete and roll out the Information **Technology Disaster Preparedness/Recovery Plan** in order to recover data and system functionality for the College to operate in the event of a disaster. (Standards III.C.1, III.C.2)	Information Services Dept.	• The Information Technology Disaster Preparedness/Recovery DRAFT Plan has been completed. • The Technology Committee began review of the plan February 10, 2017 and recommended approval to the President. The plan is being reviewed at the Governing Board on March 22, 2017. RECOMMENDATION HAS BEEN MET
18	In order to meet the Standards, the team recommends the College complete the **revisions and implementation of all board policies**. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Board policies and administrative regulations are	President Board of Trustees	• 30 Administrative Board Policies were reviewed and approved by the Board of Trustees in 2016. • 28 Student Services policies were approved in PAG in January and are ready for Board Sub-committee review. • 9 Academic Affairs Board policies have been approved.

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	easily accessible through the College's website and other methods it deems appropriate for the College community and the public. (Standards III.C.5, IV.C.6, IV.C.7)		3 are being forwarded to the Board Sub-Committee for review; and 6 have been forwarded to the Academic Senate for review. Last 3 are being reviewed in AAAG and Academic Senate on April 19 and April 20. 31 Board Policies were reviewed by the Board Subcommittee (March 13, 2017). 30 of these are included for a first reading on the March 22, 2017 Board Agenda. - At the April 26, 2017 Board of Trustees meeting 30 Board Policies were adopted. 11 Board Policies were brought to the Board for a First Reading - At the May 31, 2017 Board of Trustees meeting 11 Board Policies were adopted 11 Board Policies are being brought to the Board for a First Reading - At the June 21, 2017 Special Board of Trustees meeting 11 Board Policies are being recommended to the Board for adoption 20 Board Policies are being brought to the Board for a first reading - At the June 29, 2017 Board of Trustees meeting 30 Board Policies were adopted 11 old Board Policies were rescinded - At the July 26, 2017 Board of Trustees meeting 3 Board Policies are being recommended to the Board for adoption - At the Sept. 19, 2017 Board Policy Subcommittee meeting: 18 Board Policies in Human Resources and General Institution were reviewed. 5 related Administrative Procedures were reviewed. - At the Sept. 27, 2017 Board of Trustees meeting:

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			• 18 Board Policies are being brought to the Board for a first reading.
			 • 5 related Administrative Procedures are being brought to the Board for information.
			 • **On October 25, 2017 the following will be taken to the Board Meeting:**
			   • **14 Board Policies in Chapter 7 Human Resources**
			   • **4 Board Policies in Chapter 3 General Institution**

19	In order to meet the Standards, the team recommends the College **discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund** without the need to make significant draws against unrestricted fund balance, one-time resources, or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)	President
		 CBO
		 Board
			• Measures to improve efficiency have been implemented such as EMS and changes to scheduling practices.
			 • Faculty prioritization process has been improved and hiring is taking place in productive and efficient disciplines.
			 • Position control and review is being implemented.
			 • Short term classes were added to the second half of spring 2017 to increase FTES, while focusing on high productivity.
			 • Marketing has been ramped up for second half of spring and summer enrollments.
			 • Measures to increase enrollment are in process.
			   • Admission by Co-Enrollment (ACE) with CSUMB was approved by the MPC Board in March.
			   • Dual Enrollment with MPUSD will go to MPC Board for its second reading on April 26, 2017.
			   • Dual Enrollment with PGUSD will go to MPC Board for its first reading on April 26, 2017.
			   • Scheduling in Marina is being expanded. 50% more FTES is being planned for Marina in summer 2017 and 100% more FTES is being planned for fall 2017.
			 • Measures to increase enrollment are progressing:

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			- Enrollments with Admission by Co-Enrollment (ACE) with CSUMB: 64 total; 24 Marine Science, 17 Business, 13 undeclared - Dual Enrollments with MPUSD: 120 Marina, 115 Monterey, 20 Seaside High Schools - Dual Enrollment with PGUSD will go to MPC Board for its second reading on May 31, 2017. Enrollments expect for Pacific Grove High School is 24. - Measures to increase enrollment June through beginning of August 2017 when schools return for the 2017-2018 Academic Year. - Enrollments with Admission by Co-Enrollment (ACE) with CSUMB: MPC working with 23 students with applications and assessments. - Dual Enrollments: AB288 College & Career Access Pathways Partnership Agreements have been finalized with MPUSD and PGUSD - Dual Enrollment Coordinator has been hired in Student Services. - Summer borrowing strategy has been implemented. - Summer borrowing, late spring semester, marketing and increases to California Community Colleges have generated an approximate $1.37 million increase to MPC's revenue. - Tentative budget for 2017-18 was balanced with no deficit spending or large transfers. - Budget approved by Board of Trustees on June 29, 2017. **RECOMMENDATION HAS BEEN MET**
20	In order to meet the Standard, the team recommends the College develop a funding plan and **set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) annual required contribution (ARC)** each year (Standard III.D.12)	President CBO Board	- The latest, required OPEB actuarial has been completed as of February 7, 2017. Funds have been identified to transfer to the OPEB trust. - The ARC will be included in budget development for 2017-18. - Transfer of the 2017-17 ARC (March 22, 2017 Board meeting)

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			RECOMMENDATION HAS BEEN MET
21	In order to meet the Standard, the team recommends the College **clarify Board, administrators, classified and faculty roles in the decision-making** process and routinely evaluate and monitor these roles. These roles are not distinctly **differentiated at faculty level between Academic Senate and the faculty bargaining unit's role** in participatory governance and labor relations. (Standard IV.A.6)	Academic Senate Cabinet	● New "Decision Making Process" (handbook) was adopted by the College in fall 2016 and is being implemented. ● President's Advisory Group (PAG) was re-envisioned. ● Planning, Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting regularly. ● Roles are now clarified at meetings - committees and groups - to educate the campus. ● Senate retreat in Fall 2016 included discussions on roles and a focus on procedures/processes. ● ASCCC visit in Fall 2016 – open session Regarding Roles: ● Presentation of 10+1 at all campus Flex Days clarifies roles of Senate ● Documentation clarifying the faculty roles between the Academic Senate and the faculty bargaining unit is still pending.
22	In order to meet the Standard, the team recommends that the College develop a **calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness** (Standard IV.A.7)	PRIE	● PRIE has identified initial tasks related to the development of a calendar/timeline for evaluation of policies, procedures, and processes. Work groups are being formed during the week of 4/17/17. ● PRIE has developed a format for a planning and evaluation calendar that shows when major institutional plans and processes will be evaluated over the next 10 years. The calendar currently includes evaluation of scheduled evaluations of the effectiveness of processes. ● A PRIE workgroup has developed a first draft of guidelines that can be used to evaluate the effectiveness of processes and procedures. The guidelines are intended to accompany the evaluation calendar, and the draft is on the agenda for discussion at the June PRIE Committee meeting (6/19/17). The

Recommendations to Meet the Standard

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			PRIE Committee will test the guidelines using the recently finished Technology Plan as a pilot for an evaluation of process effectiveness.