MONTEREY PENINSULA COLLEGE

Follow-Up Report

Submitted by:

Monterey Peninsula College
980 Fremont Street
Monterey, California 93950

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

CERTIFICATION OF FOLLOW-UP REPORT

Date: March 15, 2018

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

From: Dr. Walter A. Tribley
               Superintendent/President
               Monterey Peninsula College
               980 Fremont Street, Monterey, CA 93950

This Follow-Up Report is submitted to fulfill the requirements from the February 3, 2017 Action Letter to the Superintendent/President.

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

_____   _____

Dr. Walter A. Tribley   **Date**
Superintendent/President, Chief Executive Officer

_____   _____

Ms. Marilyn Dunn-Gustafson   **Date**
Chair, Board of Trustees

_____   _____

Ms. Kiran Kamath   **Date**
Accreditation Liaison Officer, Chief Instructional Officer

_____   _____

Dr. Heather Craig   **Date**
Academic Senate President

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STATEMENT OF FOLLOW-UP REPORT PREPARATION

(This section has not yet been finalized. Evidence has not yet been linked.)

The Superintendent/President of Monterey Peninsula College received the Action Letter dated February 3, 2017 from the Commission on February 6, 2017. The letter stated that, after reviewing the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Monterey Peninsula College, and the External Evaluation Team Report (Team Report), the Commission took action at its January 2017 meeting to delay reaffirmation, impose Probation, and require a Follow-Up Report on the issues identified in the team's findings of noncompliance at the College. The Commission required the College to submit a Follow-Up Report by March 15, 2018, and to subsequently host a visit by Commission representatives.

The Superintendent/President immediately notified the College community by email (Evidence – pdf of the email), and posted the Action Letter, the Public Disclosure Statement, and the External Evaluation Report, as required, on the College website (Evidence – screenshot pdf of the website).

The Action Letter and the External Evaluation Report were discussed on February 7, 2017 in President's Cabinet (evidence – agenda) and in Cabinet Plus (evidence – agenda), which would serve as the steering committee for the Follow-Up Report. The President called a college wide Accreditation Forum on February 10, 2017, where the Action Letter along with Commendations and Recommendations were presented, and the timeline for action along with action agents were discussed. (Evidence – PowerPoint, First Grid with action agents and notes).

The final responsibility of making sure that all the Recommendations were addressed according to the timeline was then assigned to members of the Cabinet – the President, three vice presidents, and Associate Dean of Human Resources. The expanded Cabinet, called "Cabinet Plus" included all the members of Cabinet, all the deans, the Academic Senate President, the chairs of all the major College committees, and the presidents of the faculty and classified unions. Cabinet Plus, chaired by the President, met monthly between February 2017 and March 2018, to discuss the work going on in the College to address the

Recommendations as well as to communicate progress on each Recommendation with the rest of the College (evidence – Agendas of the monthly meetings).

A progress update on the response to the Accreditation Recommendations has been the first item in new Business at each month's meeting of the Board of Trustees since February 2017. The progress update was presented to the Board by the President every month (Evidence – February 2017 to January 2018 monthly grids). This document was then posted on the accreditation webpage of the College to update the College community.

Campus committees and groups met and worked diligently through the year (February 2017 to February 2018) to address the Recommendations. They included the Academic Senate, President's Advisory Group (PAG), the newly formed Planning, Research and Institutional Effectiveness Committee (PRIE), Learning Assessment Committee (LAC), Student Services Advisory Group (SSAG), Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), Curriculum Advisory Committee (CAC), Student Services Council, and the Technology Committee. Discussions and updates on the progress towards meeting the recommendations took place in all the regular operational meetings.

The committee or group responsible for addressing each Recommendation determined a lead writer in August 2017. Between September and December 2017, draft responses were sent to the Accreditation Liaison Officer, who then worked with the lead writer to finalize the response to each Recommendation.

The final draft was completed in early February, 2018. It was then presented and discussed in the participatory governance groups during the month of February. A partial draft was reviewed by the Board of Trustees in February, and the final report was reviewed and approved at a special meeting of the Board of Trustees in March, 2018.

FOLLOW-UP REPORT TIMELINE

TIMELINE	ACTIVITY
February 6, 2017	ACCJC Action Letter dated February 3, 2017 and External Evaluation Team Report received by the Superintendent/President
February 10, 2017	Accreditation Forum to discuss the Action Letter, Commendations and Recommendations, the action agents and timeline
February 22, 2017	First monthly Accreditation Response update and discussion at Governing Board meeting
March 30, 2017	First regular monthly meeting of Cabinet Plus to facilitate campus communication and support sustained progress to address all Recommendations by February, 2018.
September 30, 2017	Draft responses of the first group of Recommendations completed submitted electronically with evidence (electronic documents) to ALO for editing and finalizing the document.
October 31, 2017	Draft of additional responses to Recommendations completed submitted electronically with evidence (electronic documents) to ALO for editing and finalizing the document.
December 7, 2017	Draft of additional responses to Recommendations completed submitted electronically with evidence (electronic documents) to ALO for editing and finalizing the document.
December 21, 2017	All Recommendations should be met.
January 5, 2018	Draft of all remaining responses to Recommendations completed submitted electronically with evidence (electronic documents) to ALO for editing and finalizing of the document.
December 1, 2017 – February 15, 2018	Final editing by ALO of the Follow-Up Report
January-February, 2018	Campus update on Follow-Up Report during Flex and in participatory governance committees. Review of draft report in the Academic Senate, Cabinet, Cabinet Plus, President's Advisory Group, Academic Affairs Advisory Group, Student Services Advisory Group, Administrative Services Advisory Group, and Governing Board.
March 12, 2018	MPC Governing Board Special meeting to Review and Approve the final draft of the Follow-Up Report
March 13, 2018	Submission of the Follow-Up Report to ACCJC
March 15, 2018	Follow-up Report due to ACCJC
March-April, 2018	Follow-up Accreditation Team Site Visit
June, 2018	ACCJC Meeting and Decision

RESPONSE TO THE COMMISSION ACTION LETTER

(This section has not yet been finalized.)

Monterey Peninsula College received seventeen Recommendations to *resolve deficiencies* and meet the Standards in four areas:
- Student learning outcomes for instruction and student support services
- Planning and evaluation
- Technology infrastructure
- Financial Resources

The College received five Recommendations to *improve institutional effectiveness*.

The College began working immediately to systematically address each of the Recommendations. Among the major accomplishments during the last thirteen months to address the Recommendations are:

- The College has developed and adopted a balanced budget in 2016-17 where ongoing revenues match expenditures in the unrestricted general fund without drawing from one-time or other funds.
- The College has set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) Annual Required Contribution (ARC).
- The College has updated all its Board Policies. (This may need to be updated.)
- The College has clarified roles in the decision-making process and adopted a new decision-making handbook.
- The College has established and implemented the institutional infrastructure for integrated planning. The new Office of Planning, Research, and Institutional Effectiveness (PRIE) is in place and fully operational. A new dean of PRIE position was created and the dean was hired in July, 2017. New support positions were created and hired in the Office of PRIE.
- The College has created a new committee called the Committee for Planning, Research, and Institutional Effectiveness (PRIE) to support integrated planning.
- The College requested and received technical support on integrated planning from the Institutional Effectiveness Partnership Initiative (IEPI) and has had two visits from the Partnership Resource Team (PRT).
- The College has made great progress towards completing outcomes assessment of courses, programs, and service areas and has fully implemented the software program, TracDat. (This will need to be updated.)
- The College has developed and implemented a new integrated planning model, which includes the results of assessment outcomes, program review, planning, resource requests and prioritization.

- The College has created a new position -- Dean of Student Services-Marina -- to provide day-to-day oversight and expand services at the Fort Ord Center, which includes the Education Center at Marina and the Public Safety Training Center in Seaside.
- The College has fully addressed its network vulnerabilities and completed the Technology Disaster/Recovery Plan.

This Follow-Up Report includes responses with evidence to all twenty-two recommendations.

RECOMMENDATION 1 (TO MEET THE STANDARD)

(This section has not yet been finalized. Evidence has not yet been linked.)

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College completes the implementation of TracDat 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 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)

Resolution of the Recommendation:
After reviewing our practices related to learning outcomes assessment, disaggregation and analysis of learning and achievement data, and identification and mitigation of performance gaps, Monterey Peninsula College has taken the following actions to address the Recommendation to meet the Standards:

1. The College has created the necessary infrastructure to oversee planning, research, and institutional effectiveness. The Office of Planning, Research, and Institutional Effectiveness (PRIE) along with a new administrative position – Dean of Planning, Research, and Institutional Effectiveness – and support staff were created effective July 1, 2017 to oversee the implementation of TracDat and assessment at the College.
2. The College has completed the implementation of its outcomes assessment software (TracDat), and now uses the TracDat system to document assessment of learning outcomes in all instructional programs and student and learning support services.
3. The Office of PRIE in collaboration with the newly formed PRIE Committee has developed resources to support the disaggregation and analysis of student learning and achievement data.
4. The Office of PRIE in collaboration with the newly formed PRIE Committee has developed tools to enable the College to identify performance gaps and evaluate the effectiveness of strategies implemented to mitigate gaps.

Actions Taken to Address the Recommendation:
1. The College has established the appropriate infrastructure by creating a new office, a new dean position, along with the necessary support staff, and a committee for Planning, Research, and Institutional Effectiveness:

The College created the position of Dean of Planning, Research, and Institutional Effectiveness (PRIE) in spring 2017 and hired an interim Dean of PRIE effective July 1, 2017. This dean is responsible for the development and implementation of TracDat and is the lead administrator of the newly created Office of Planning, Research, and Institutional Effectiveness. Two more new positions were created and filled subsequently – a Research Analyst and an Administrative Assistant. The new four-member office is now fully staffed with the newly hired Dean of PRIE, the existing Director of Institutional Research, the newly hired Research Analyst, and the newly hired Administrative Assistant.

The dean of PRIE is also the administrative co-chair of the newly formed Committee for PRIE as well as the existing Learning Assessment Committee (LAC) further integrating assessment with program review.

The institutional infrastructure, both in terms of personnel and resources, for planning, research, and institutional effectiveness has been in place during the 2017-18 academic year, and is functioning effectively [Evidence 1)

2. The College has completed the implementation of TracDat to assess learning outcomes for all instructional programs and student and learning support services in TracDat:

The College finished transitioning the documentation of assessment to TracDat in late fall 2016. Effective January 2017, the College uses TracDat to document and manage assessment. This includes the assessment methods, assessment results, and improvement plans stemming from the assessment results.

TracDat has been configured to support the assessment of all learning outcomes at the College, which includes course-level SLOs, program-level PLOs, and service area outcomes (SAOs) for learning support services and administrative areas. TracDat has also been configured to support assessment of General Education Outcomes (GEOs), which are the College's Institutional Learning Outcomes (ILOs). A link to the TracDat site has been added to "Lobo Apps" (the College's Single Sign-On page) to promote easy, consistent access for faculty and staff. Staff in the Office of PRIE are responsible for the maintenance, configuration, training (in collaboration with the Learning Assessment Committee), and user support for TracDat. The Dean of PRIE provides day-to-day oversight for TracDat and for assessment.

During the initial TracDat configuration, the implementation team set up the interface for documenting assessments of SLOs, PLOs, and SAOs for all instructional programs and student learning and support services. The team also populated the system with all SLOs, PLOs, and learning support services SAOs. For the campus wide TracDat launch during

Flex in spring 2017, we began with the course-level SLO assessment processes, knowing that significant progress on course-level assessment needed to be made, so that program-level assessment could be meaningfully tied to course-level results. In late fall 2016, the Learning Assessment Committee (LAC) conducted three workshops with focus groups of users invited to test the process for course assessment and gather feedback on its ease of use [Evidence 2]. LAC used the feedback from these sessions to make improvements to the TracDat process and training materials [Evidence 3], and TracDat was rolled out to the campus during spring 2017 Flex [Evidence 4]. The College accelerated its course-level assessment schedule over the course of the 2017 calendar year, with the goal of reaching 100 percent course assessment in every discipline by the end of fall 2017. At the time of writing this report, the College has assessed 88.4 percent of all its courses. (Need evidence and the latest data in March, 2018)

The College had noted in its ISER in 2016 that changes needed to be made to its program-level assessment practices to ensure that consistent and meaningful assessments were conducted for each degree and certificate program using program-specific PLOs. For the Program Reflections activity during Flex in fall 2017, the LAC asked instructional faculty to review their PLOs for measurability and specificity, particularly in cases where a General Education Outcome serves as a PLO. During this activity, faculty also identified potential strategies for PLO assessment, including outcomes mapping and "rolling up" course-level assessment results to the program level [Evidence 4]. The LAC then invited those faculty members who identified "rolling up of SLO results" as an effective method of assessment to attend a workshop in fall 2017 to begin mapping course SLOs to PLOs in TracDat.

In preparation for PLO assessment in TracDat, the LAC asked faculty to review PLOs and identify potential strategies for assessment during Flex in fall 2017. For the Program Reflections activity at fall 2017 Flex, the LAC asked faculty to complete two PLO-related tasks, each with a set of reflection questions to guide the discussion [Evidence 5]:

- First, faculty were and asked to review the PLOs for every degree and/or certificate programs in their discipline, and document changes that should be made for the 2018-19 Catalog. Reflection questions for this task focused on making sure PLOs were measurable and specific to the discipline and/or the program in question.
- Next, faculty were asked to identify aspects of each degree and/or certificate in the discipline that might indicate a common method of assessment. For this task, reflection questions were presented as a questionnaire that enabled faculty to indicate whether their programs included features such as a licensure exam, portfolio of student work, capstone course, etc. [Evidence 6]. Faculty who

determined that their PLOs needed revision were asked to submit changes through the curriculum process for review and approval to be included in the 2018-19 Catalog.

Results of the questionnaire indicated that the majority of degree and certificate programs could implement curriculum mapping to "roll up" course-level SLO results to the program-level. During the fall 2017 semester, the LAC developed and offered a workshop designed to help faculty understand the basics of outcomes mapping and begin the mapping process in TracDat. For the initial mapping workshops in fall 2017, the LAC invited faculty from disciplines where mapping would involve courses mostly within their own Division. This allowed faculty to gain familiarity with the concept before engaging in cross-division mapping conversations. Members of the LAC trained faculty, representing 37 programs, who began the process of mapping outcomes [Evidence 7]. As of the beginning of the spring 2018 semester, faculty had completed outcomes mapping in 13 programs, and PLO assessment had been completed in four programs [Evidence 8]. The LAC has scheduled open lab hours on Fridays throughout the spring semester to provide time, space, and support for faculty working on program-level assessment and accelerate progress [Evidence 9].

In January 2018, the Superintendent/President directed the Interim Dean of PRIE to develop a plan to complete the assessment of all degree and certificate programs in the College Catalog by Oct. 1, 2018. The LAC recommended a final draft of the plan to the Superintendent/President on Jan. 22, 2018 [Evidence 10, Evidence 11]. After discussion in the Academic Senate and other participatory groups on campus, the Superintendent/President presented the plan to the Governing Board. The Board approved the plan at its February 2018 meeting [Evidence 12].

Student Services began using TracDat for assessment of learning support services SAOs in late spring 2017. Student Services faculty and staff used the fall 2017 Flex time for Program Reflections to work on adding SAO assessment data, and continued working on SAOs through the fall 2017 semester.

3. The College has developed tools and resources to support the disaggregation and analysis of student learning and achievement data:

The PRIE Committee was constituted in fall 2016 with the college wide adoption of the *Resource Guide to Institutional Decision Making (Resource Guide)* [Evidence 13]. As stated in the *Resource Guide,* the PRIE Committee's charge included guiding the College's planning processes. To ensure that the College's planning activities use a

consistent approach to data analysis, the PRIE Committee identified a list of subpopulations of students, appropriate to the mission of the College, which can be used to disaggregate student achievement and learning data for college wide reports. The subpopulations fall into three broad categories - educational goals, student demographics, and course attributes (such as instructional modality, campus location, and time.) [Evidence 14].

In fall 2017, the Office of PRIE began developing data dashboards based on the list of relevant subpopulations. The dashboards are intended to help disaggregate student achievement data and uncover performance gaps. Two dashboards in particular support improved disaggregation of student achievement data for program review and planning activities. They are:

- Five-Year Course Retention and Success Trends, that enables disaggregation by discipline, course, gender, age group, and ethnicity [Evidence 15].
- The MPC Online Education Dashboard that includes datasets for disaggregating course success and retention by course modality (face-to-face, hybrid, and online), discipline, course, gender, age group, and ethnicity [Evidence 16].

Additional dashboards that support disaggregation of student achievement data are under development as of spring 2018. This includes dashboards related to degree and certificate completion and students' self-identified educational goals. (More information about the data dashboards can be found in the response to Recommendation 4.)

The College has also been working to find a meaningful way to disaggregate student learning outcome data. SLO assessment data are currently collected in aggregate, making disaggregation by student demographics challenging. After discussion in the LAC and the PRIE Committee about how to accomplish this task [Evidence 17], the College decided to conduct a pilot using its Learning Management System (Canvas) to collect data regarding SLO attainment by individual students, with the idea that assessment results could be extracted from Canvas and imported into TracDat for documentation and analysis [Evidence 18]. The PRIE Committee's faculty tri-chair (also a member of the LAC) conducted the Canvas pilot in fall 2017 and reported initial results to the Dean of PRIE at the end of the pilot [Evidence 19]. The PRIE and Learning Assessment committees will evaluate the results of the pilot in spring 2018 and discuss next steps.

4. The College has developed tools to identify performance gaps and evaluate the effectiveness of strategies implemented to mitigate gaps:

In order to ensure that the College has a consistent understanding of what a performance gap is and how to respond when one is uncovered, the PRIE Committee developed a specific explanation of a "gap" and a general strategy for approaching any gaps that are uncovered [Evidence 20]. To evaluate the effectiveness of strategies implemented to mitigate performance gaps, the College will use the evaluation instrument developed by the PRIE Committee [Evidence 21].

As the PRIE Office continues to develop more data dashboards, it will add relevant comparison benchmarks to help the College identify gaps more easily. For example, both dashboards listed above allow comparison of course success rates in a specific division, discipline, course, or modality to the College's overall Institution-set Standard for course success [Evidence 15, Evidence 16]. The Institution-set Standard provides a point of reference for expected performance, which can be used to identify gaps quickly in expected performance as well as disproportionate differences between subpopulations of students.

The Recommendation has been met.

Evidence:
1. Evidence of Establishment of Office of Planning, Research, and Institutional Effectiveness
    a. Board Action, Feb. 22, 2017: Creation of New Position, Dean of PRIE
    b. Job Announcement: Interim Dean, PRIE
    c. Board Action, May 31, 2017: Confirmation of Hire, Interim Dean of PRIE
    d. Board Action, Feb. 22, 2017: Creation of New Position, Associate Researcher
    e. Job Announcement: Associate Researcher
    f. Board Action, Sept. 27, 2017: Confirmation of Hire, Associate Researcher
    g. Board Action, Aug. 23, 2017: Creation of New Position, Admin Assistant III, PRIE
    h. Job Announcement: Administrative Assistant III, PRIE
    i. Board Action, Nov. 27, 2018 : Confirmation of Hire, Admin Assistant III, PRIE
2. Invitation to Attend Fall 2016 TracDat Pilot
3. Pilot Session Debrief (LAC Minutes, Nov. 28, 2016: Item 1)
4. TracDat Roll-Out Workshops (Spring 2017 Flex: Morning Track 4)
5. Program Reflections Instructions: Fall 2017
6. Sample PLO Assessment Questionnaire, Fall 2017 program reflections
7. Mapping workshops attendance

8. Program Assessment Reports
   a. Public Safety Programs
   b. School of Nursing
9. All Users email regarding LAC Lab hours on Fridays in January 2018
10. Program Assessment Implementation Plan, Jan. 2018
11. LAC Recommendation to the S/P
12. Governing Board Resolution Approving Program Assessment Plan, Feb. 2018
13. Resource Guide to Institutional Decision-Making
14. Relevant Subpopulations of Students for Disaggregation
15. Data Dashboard: 5-Year Course Retention & Success Trends
16. MPC Online Education Data Dashboard
17. Disaggregation Discussions
    a. LAC Minutes, Feb. 27, 2017: Item 4
    b. LAC Minutes, Apr. 10, 2017: Item 7
    c. PRIE Committee Minutes, Apr. 17, 2017: Item 3
    d. PRIE Committee Minutes, July 17, 2017: Item 4
    e. PRIE Committee Minutes, Aug. 11, 2017: Item 4
18. Disaggregation of SLO Data – Pilot Concept
19. Disaggregation of SLO Data – Initial Pilot Results
20. Defining & Mitigating Performance Gaps
21. Evaluation Tools: Process Evaluation Survey instrument

RECOMMENDATION 5 (TO MEET THE STANDARD)

Recommendation Identified by the Commission:

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)

Resolution of the Recommendation:

Soon after the College received the External Evaluation Report, the Vice President of Student Services (VPSS) and the Dean of Student Services called a meeting of the responsible participatory governance group--Student Services Advisory Group (SSAG)--to discuss the Recommendation and begin to address it.

The following is a summary of actions taken to address this Recommendation and meet the Standard:

1. The SSAG has updated the Administrative Procedure on "Student Rights and Grievances".
2. The updated procedure has been appropriately publicized and disseminated. It is included in the 2017-18 College Catalog and is posted on the College website.
3. The VPSS is the responsible administrator and the office of the VPSS maintains the standardized six-year "Student Complaint Log" to ensure that student complaints are logged, resolved, reviewed, and analyzed for improvement.

Actions Taken to Address the Recommendation:

1. The SSAG updated the Administrative Procedure (AP) 5530 on "Student Rights and Grievances", which includes the process to address student complaints (R5-1 AP5530 Student Rights and Grievances). AP 5530 has been updated based on the template of the Community College League of California (CCLC).
   The SSAG has established the following principles to guide the process to address student complaints and grievances:

- Student complaint resolution will begin with an informal process and efforts will be made to resolve it at the lowest appropriate level of management possible.
- Student complaints will be handled with procedural fairness. All parties to the complaint will be informed of the specific allegations made and will be given the opportunity to respond to any allegations presented.
- Student complaints will be handled in a timely and confidential manner.
- Students will be notified of the outcome of their complaint.

2. The "Student Complaint and Grievance Procedures have been appropriately publicized and disseminated. The 2017-18 College Catalog (pages 55-57) includes updated information on "Student Complaint and Grievance Procedures" (R5-2 MPC College Catalog pages 55-57). The College website has the updated information on "Student Complaint and Grievance Procedures" along with the "Student Complaint Form" (R5-3 Student Complaint and Grievance Procedures Webpage; R5-4 Student Complaint Form). This form enables students to file written complaints that may not be addressed through any other established procedures in the College.

3. The VPSS is the responsible administrator and the Office of the VPSS is responsible for maintaining the centralized "Student Complaint Log" to ensure that all student complaints are uniformly logged, resolved, reviewed, and analyzed for improvement. The VPSS oversees the tracking of complaints for the purpose of ensuring that written complaints are resolved in a timely manner and that the process demonstrates due process, fairness, and attention to student concerns. The VPSS reviews student complaints and grievances on a regular and ongoing basis to identify any pattern in the complaints that suggest systemic problems within the institution and/or quality of services. The VPSS reports such patterns or problems to the appropriate Vice President for resolution or intervention.

A standardized "Student Complaint Log" has been developed to report and track student complaints (R5-5 Student Complaint Log Template). These procedures apply to registered students who submit written complaints. The log includes the following information:

- Student's last and first name
- Student Identification Number (SID)
- Date the complaint is received

- Nature of the complaint
- Steps to resolve the complaint

The Office of the VPSS has reviewed student complaints between 2010 and 2016 to identify patterns that may negatively impact students (R5-6 MPC Student Complaint log 2010-16). The Office of the VPSS has also reviewed student grievances, petitions for California Residency, and petitions for Readmission between 2010 and 2016 to determine if there are any patterns that would have adversely impacted students or suggest systemic problems with the College or with the quality of services. The analysis found no significant finding or patterns in any of these areas.

The "Student Complaint Log" is retained for a period of at least six years and is maintained in the Office of the VPSS.

Student complaints under Section 504 of the 1973 Rehabilitation Act are addressed and logged by the VPSS. Complaints related to HIV/AIDS status are received by Student Health Services Office, and when appropriate, referred to the VPSS for action and inclusion in the "Student Complaint Log".

Discrimination complaints are addressed by the Human Resources Office and a separate log is maintained by Human Resources to ensure confidentiality and sensitivity to such complaints. The Associate Dean of Human Resources ensures that these types of student complaints are uniformly logged, resolved, reviewed, and analyzed to determine if improvements at the College are necessary.

The Recommendation has been met.

Evidence:

R5-1   AP 5530 Student Rights and Grievances

R5-2   MPC College Catalog 2017-18 pg 55-57

R5-3   Student Complaint and Grievance Procedures Webpage Information

R5-4   Student Complaint Form

R5-5   Student Complaint Log Template

R5-6   Student Complaint Log Form 2010-16

RECOMMENDATION 8 (TO MEET THE STANDARD)

Recommendation Identified by the Commission:

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, knowledge of services, behavior and experience, and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)

Resolution of the Recommendation:

The Library collaborated closely with the Office of Institutional Research (now a part of the newly created Office of Planning, Research, and Institutional Effectiveness- PRIE) to survey all students, regardless of location, as well as staff, faculty, and community users in order to gauge user satisfaction, knowledge of services, behavior and experience, and used the results to inform planning and to improve services.

The following is a summary of actions taken to address this Recommendation and meet the Standards:

1. Developed a series of survey instruments and implemented the surveys in spring 2017 to gather input from all students, faculty, staff regardless of location, as well as some community users.
2. Used the survey results to inform the Library's "Program Reflections on Student Learning" process--including establishing Library goals for the 2017-2018 academic year.
3. Used survey results immediately to implement improvements to services and access to resources, leading to an expansion of service hours in the Library effective fall 2017.

Actions Taken to Address the Recommendation:

1. The faculty and staff in the Library collaborated closely with the Director of Institutional Research in the Office of PRIE to develop survey instruments and implement surveys in spring 2017 to gather input from all students, faculty, and staff, and some community users. The team (faculty and staff in the library, and the Director of Institutional Research) began by identifying existing instruments that could be adapted to meet the needs of this survey, and ultimately selected a survey instrument designed and validated by the Massachusetts Institute of Technology (MIT) Libraries

as the model. Items in the model survey were tailored to the community college environment, and separate versions of the instrument were designed for students, faculty, staff, and community users in order to gather targeted feedback about the needs of these different user groups (R8-1 Library Survey Instrument for students; R8-2 Library Survey Instrument for Staff and Faculty; R8-3 Library Survey Instrument for Community Users).

Surveys were then administered to all students, regardless of location as well as faculty, staff, and community users (R8-4 Email invitation to participate). Survey responses for each group were as follows:

- 1092 Students
- 46 Faculty
- 31 Staff
- 5 Community Users

The Library and Office of PRIE are collaborating to determine the appropriate intervals at which to conduct surveys regularly in the future. The Library survey will be included in the master college survey calendar developed by the Office of PRIE to ensure that input from Library users is gathered and acted upon regularly. The faculty and staff in the Library will regularly receive the latest survey results on user satisfaction related to the services, behavior, and experience to be included the process of annual program reflections and to serve as the basis for continuous improvement.

2. The survey responses included quantitative data for items with Likert scales and qualitative data from open-ended comments (R8-5 Summary of Survey Results). The Library faculty and staff first examined the quantitative data in summer 2017 to determine principle areas of need. Then, the team engaged in an open-coding exercise on the open-ended comments, and then compared the results of this exercise with the quantitative results to identify and group the themes emerging from the overall results. Common themes emerging from the survey included the need for expanded library hours, additional technology support (including support for personal devices), and more comfortable seating close to power outlets/charging stations for personal devices.
The Library faculty, staff, and Dean met during the College's fall 2017 Flex day to engage in the College process of "Program Reflections on Student Learning" in which the group reflected on prior year accomplishments and set goals for the 2017-18 academic year (R8-6 Program Reflections Form on Student Learning Fall 2017).

Based on the results of the spring 2017 survey, the Library set goals to increase access to Library resources and services at all locations effective fall 2017 and explore more efficient utilization of space in the Library Technology Center to better meet the needs of all students, faculty, and staff.

3. In response to the need for longer library hours that emerged from the survey results, the Library staff, faculty, and Dean collaborated to adjust staff schedules to better meet service needs and expanded Library hours effective fall 2017 (R8-7 Announcement of Expanded Library Hours Fall 2017). The table below lists the hours of operation of the Library prior to fall 2017 and the expanded hours effective fall 2017:

Days	Library Hours Prior to fall 2017	Expanded Library Hours effective fall 2017
Monday - Thursday	7:45 a.m. - 7:00 p.m.	7:45 a.m. - 9:00 p.m.
Friday	7:45 a.m. - 2:00 p.m.	7:45 a.m. - 4:00 p.m.

The Library faculty, staff, and Dean are continuing to evaluate additional options to further expand hours of operation such as providing weekend access to the Library, and increasing services and resources available at the Education Center at Marina, the Public Safety Training Center in Seaside, and online.

In response to the need for additional technology support, the Library has partnered with the campus Information Services department to increase the availability of technology support in the Library during peak times. For the first two weeks of the semester campus IT Technicians are scheduled to work evening hours in the Library to augment existing Library technical support to assist students.

In response to the theme of additional comfortable seating close to power outlets/charging stations for personal devices, the Library has been working with the Campus Administrative Services unit to identify and evaluate new, more durable replacement furniture as well as mounted power/USB charging stations for Library

tables. Library staff is currently evaluating the recommended furniture materials and options and working with Administration to explore potential funding sources to support the request.

The Recommendation has been met.

Evidence:

R8-1 Library Survey Instrument for Students

R8-2 Library Survey Instrument for Staff and Faculty

R8-3 Library Survey Instrument for Community Users

R8-4 Email invitation to participate

R8-5 Summary of survey results

R8-6 Program Reflections Form on Student Learning Fall 2017

R8-7 Announcement of Expanded Library Hours Fall 2017

RECOMMENDATION 16 (TO MEET THE STANDARD)

Recommendation Identified by the Commission:

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 is appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1 and III.C.3)

Resolution of the Recommendation:

The network vulnerabilities have been resolved with the implementation of a firewall solution along with other enhancements to the technology infrastructure of the College.

Actions Taken to Address the Recommendation:

When the College received the Recommendation, the Director of Information Services met with the network operations team to discuss security gaps and solutions. Various vendors were considered and their proposals and options were reviewed. The College identified the funding to address the security vulnerabilities. The College selected Dimension Data as the vendor to design and implement the security solutions. Statements of Work were developed to implement the appropriate network security solutions. Implementation of network security solutions was scheduled. Implementation of network security was completed by the College' Network Team with assistance of professional services. (R16-1 ISE and AMP for Endpoints, R16-2 Firepower Installation, R16-3 Project Closeout Document)

The College has addressed network vulnerabilities by implementing a current and sustainable firewall system. The new security systems include real-time threat monitoring and enhanced management features. The primary systems for defending against cybercrime have all been updated to current technologies. (R16-4 Technology Committee Notes 05-05-17)

The Recommendation has been met.

Evidence:

R16-1 ISE and AMP for Endpoints

R16-2 Firepower Installation

R16-3 Project Closeout Document

R16-4 Technology Committee Notes 05-05-17

RECOMMENDATION 17 (TO MEET THE STANDARD)

Recommendation Identified by the Commission:

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 and III.C.2)

Resolution of the Recommendation:

The College has completed the Information Technology Disaster Preparedness/Recovery Plan, which has been reviewed and adopted through the participatory governance process and reviewed by the Board of Trustees.

Actions Taken to Address the Recommendation:

The College's Technology Committee and the IT Department drafted the Information Technology Disaster Preparedness/Recovery Plan in fall 2016 (R17-1 Technology Plan 2016-2019 pgs. 103-110). The draft plan was reviewed and approved by the Technology Committee and the President's Advisory Group (R17-2 Technology Committee Minutes 03-10-17, R17-3 President's Advisory Group Agenda 03-14-17). The draft Plan was presented to the Board of Trustees on March 22, 2017. The Disaster Preparedness/Recovery Plan is now incorporated as an addendum to the 2016-2019 Technology Plan of the College, and will be reviewed and updated periodically, so that is remains current. (R17-4 Board of Trustees Minutes 01-25-17)

The Recommendation has been met.

Evidence:

R17-1 Technology Plan 2016-2019 pgs. 103-110

R17-2 Technology Committee Minutes 03-10-17

R17-3 President's Advisory Group Agenda 03-14-17

R17-4 Board of Trustees Minutes 01-25-17

RECOMMENDATION 19 (TO MEET THE STANDARD)

Recommendation Identified by the Commission:

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 the unrestricted fund balance, one-time resources, or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)

Resolution of the Recommendation:

The College has developed and adopted a final budget for 2017-18 in which ongoing revenues match ongoing expenditures in the unrestricted general fund without drawing against unrestricted funds, one-time resources, or transfers from other funds.

Actions Taken to Address the Recommendation:

The Superintendent/President directed the Cabinet to work with College budget managers to develop a tentative budget, and ultimately a final budget, for 2017-18 that balances ongoing expenses with ongoing revenues.

The College has taken action to reduce expenses and become more efficient. These actions combined with enrollment enhancements and more efficient FTES generation has allowed for a balanced budget. (R19-1 Board Agenda 06-29-17 Progress Report; R19-2 Recommendation 19 Progress Update 06-29-17)

The College developed and the Board of Trustees reviewed and approved a balanced budget without drawing against the unrestricted fund balance, one-time resources, or transfers from other funds for the 2017-18 tentative budget in June 2017 (R19-3 Board Agenda item 06-29-17 Tentative Budget Item D; R19-4 Board Minutes 06-29-17 Approval of Tentative Budget). The 2017-18 budget development process identified ongoing state, local and federal revenues to cover the annual operational expenses projected throughout the fiscal year. The Board of Trustees had a special meeting on August 10, 2017 for a Budget Workshop. (R19-5 Budget Workshop 08-10-17 PowerPoint; R19-6 Board Minutes 08-10-17 Budget Workshop). On August 23, 2017 the Board of Trustees approved the final budget with adjusted assumptions, maintaining a balanced budget of ongoing revenue matching ongoing expenses. (R19-7 Board Minutes 08-23-17 Approval Final Budget)

The Recommendation has been met.

Evidence:

R19-1 Board Agenda 06-29-17 Progress Report

R19-2 Recommendation 19 Progress Update 06-29-17

R19-3 Board Agenda item 06-29-17 Tentative Budget Item D

R19-4 Board Minutes 06-29-17 Approval of Tentative Budget

R19-5 Budget Workshop 08-10-17 PowerPoint

R19-6 Board Minutes 08-10-17 Budget Workshop

R19-7 Board Minutes 08-23-17 Approval Final Budget

RECOMMENDATION 20 (TO MEET THE STANDARD)

Recommendation Identified by the Commission:

In order to meet the Standard, the team recommends that 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)

Resolution of the Recommendation:

The College has developed a funding plan that recognizes the Annual Required Contribution (ARC) each year to fund Other Post-Employment Benefits (OPEB). This plan is part of the College's efforts for institutional effectiveness and states that the College maintains an irrevocable trust account currently containing over four and a half million dollars offsetting future liabilities.

Actions Taken to Address the Recommendation:

The District has an OPEB Unfunded Actuarial Accrued Liability of approximately $9.2 million that is reassessed every two years to allow for any adjustments to the College's liability (R20-1 Actuarial Report Total Compensation 12-09-16). The Board of Trustees approved the establishment of an irrevocable trust authorizing the District's participation in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Authority (R20-2 Board Agenda 11-18-15 CCLC Retiree Health Benefit Program; R20-3 Board Minutes 11-18-15 Approval CCLC Retiree Health Benefit Program). The District established two accounts in the 2015-16 Fiscal Year to offset the liability with an outside banking institution as part of an approved Joint Powers Agreement (JPA) through the Community College League of California (CCLC). The District transferred three million dollars into a balanced investment account (irrevocable trust account) and one million dollars into an associated liquidity account. In the 2017-18 fiscal year, the District transferred an additional $531 thousand into the irrevocable trust. This complies with Government Accounting Standards Board (GASB) rules for funding the liability and provides greater interest income to "discount" the liability. The College is budgeting for its Annual Required Contribution (ARC) to appropriately address this long-term liability and is part of the College's institutional effectiveness goals (R20-4 IEPI 2017-18 Goals). The Recommendation has been met.

Evidence:

R20-1 Actuarial Report Total Compensation 12-09-16

R20-2 Board Agenda 11-18-15 CCLC Retiree Health Benefit Program

R20-3 Board Minutes 11-18-15 Approval CCLC Retiree Health Benefit Program

R20-4 Institutional Effectiveness Partnership Initiative 2017-18 Goals

RECOMMENDATION 10 (TO IMPROVE QUALITY)

Recommendation Identified by the Commission:
In order to improve, the team recommends that all student services provided at the Marina Education Center be consistently scheduled and published. (Standard II.C.3)

Resolution of the Recommendation:

The College has reviewed the services provided by Student Services at the Marina Education Center and the following actions have been taken to address this Recommendation to improve quality:

- The Governing Board approved the creation of a new administrative position - Dean of Student Services-Marina - located at the Marina Education Center to provide onsite supervision of student services.
- All services at the Marina Education Center have been expanded.
- Information about the student support services is more widely publicized - both online and onsite.

Actions Taken to Address the Recommendation to Improve Quality:

- On January 25, 2017 the Board of Trustees approved the job description and recruitment for the position of Dean of Student Services/Marina (R10-1 Board Agenda 01-25-17 Dean of Student Services/Marina Job Description; R10-2 Board Minutes 01-25-17 Approval Dean of Student Services/Marina Job Description). The Board of Trustees approved the hiring of the new dean on June 29, 2017 and the new Dean of Student Services/Marina joined Monterey Peninsula College in July 2017 (R10-3 Board Agenda 06-29-17 Hiring of the Dean of Student Services/Marina; R10-4 Board Minutes 06-29-17 Approval Hiring of the Dean of Student Services/Marina).

  This Dean of Student Services/Marina is responsible for the day-to-day operations of the Marina Education Center and for reviewing and enhancing the operations and services of the Center. The dean works closely with the staff onsite that include a full-time Unit Office Manager (UOM), a full-time bilingual Categorical Services Coordinator (CSC), and a half-time administrative assistant. These staff are cross-trained on all student service processes, and provide initial and general support across all areas of student services. When a student requires more in depth or additional support, these student

services staff are trained to refer students to the appropriate office or staff at the Monterey Campus.

- Additional and expanded support is regularly provided by representatives from a variety of student services at the Marina Education Center campus. This includes representatives from Counseling, Student Financial Services, Student Health Services, and Assessment Testing (R10-5 Counseling Marina Flyer; R10-6 Health Services Today Flyer; R10-7 Health Services Oct Flyer; R10-8 Assessment Calendar Marina; R10-9 Assessment Testing Location Sign Marina; R10-10 Financial Aid Services Marina) Within the last year, both the Counseling and Student Financial Services have increased the number of hours their staff are on site at the Marina Education Center. On-site counseling is available six hours-a-week and additional counseling support is available online through Cranium Café as well as with the *Ask a Counselor* feature available in the student portal (R10-11 Online Counseling; R10-12: Ask a Counselor screenshot). Student Financial Services hours have become more regular and have been doubled, increasing from three hours every other week to three hours every week (R10-10 Financial Aid flyer).

  Student Health Services is a new service provided on-site at the Marina Education Center (R10-6 Marina Health Services Today; R10-7 Marina Health Services October). The campus nurse provides three hours of coverage each month at the Marina Education Center. Additional Student Health services are available with the Marina staff providing over the counter medicines to students when required. The College has contracted with Baycare Behavioral Health to provide a Student Wellness Services program for round the clock mental health support to students. In addition, the Marina Education Center staff provide information to students about the Crisis Text Line available through a partnership with the California Community Colleges Chancellor's Office.

  In order to make students feel more welcome and increase the length of time that they spend on campus, other services have also been expanded. New vending machines providing hot meal options have been installed (R10-13 Sidewalk Sign)   A dry kitchen has been set up with a microwave. Office spaces have been redesigned to expand student soft space, where students can work in groups and network.

  Four portable classrooms were remodeled during the summer 2017 and classes have been scheduled in them effective fall 2017. One portable serves as an Allied Health lab/classroom, two serve as general classrooms, and the fourth serves as faculty offices with a lobby for students.

- In addition to augmenting student support services at the Marina Education Center, a variety of measures have been taken to ensure that students as well as staff/faculty at the

Marina Education Center are better informed about these services and resources. These measures include:

- A web page entitled "Student Services in Marina" was added to the Marina Education Center website. The web page provides a complete list of available services, and links directly to the calendar of events. The hours of support provided at the Marina Education Center by these programs (Counseling, Math Learning Center, English Study Skills Center, Student Financial Services, Student Health Services) also appear on the online department calendar. This is a reference to the online calendars that all of our MPC programs have available on their websites. (R10-14 Marina Student Services Calendar; R10-15 Marina Student Services Webpage)
- Hard copies of the calendar of student services and the hours of service are regularly posted on the bulletin boards in each classroom and office at the Marina Education Center for easier student access. (R10-16 Marina Printed Calendar for Bulletin Boards)
- A permanent banner of MPC Student Services, listing all the available services, is now displayed in the main walkway at the Marina campus. (R10-17 Student Services Banner Marina)
- Student Services hosted a "Grad Guru" awareness campaign at the Marina Education Center to encourage students to download the "Grad Guru" mobile application that provides information on events and activities, as well as student success tips. This campaign will be hosted regularly every semester (R10-18 Grad Guru Flyer).
- The Marina Categorical Services Coordinator and/or a counselor contact instructors teaching at the Marina Education Center every semester to offer to visit every class scheduled in Marina and promote the services available for students. During these classroom presentations, student services staff discuss all the services available to students, provide contact information, and share scheduling information on when these are available on-site at the Marina Education Center. The Categorical Services Coordinator also communicates with the Monterey campus programs and services to obtain notices, flyers, banners, and other informational materials to display at the Marina Education Center and keep students and staff at the Marina Education Center well informed. (R10-19: Email to Faculty; R10-20 Transfer Awareness Banner Marina; R10-21 Student Services Poster Marina; R10-22 Dreamers Banner Marina)
- Portable sidewalk signs are updated regularly with flyers and notices to keep students informed and engaged (R10-13 Sidewalk sign).

The Recommendation to improve has been addressed.

Evidence:
R10-1 Board Agenda 01-2-517 Dean of Student Services/Marina Position and Job Description
R10-2 Board Minutes 01-25-17 Approving Dean of Student Services/Marina job description
R10-3 Board Agenda 06-29-17 Hiring of the Dean of Student Services/Marina
R10-4 Board Minutes 06-29-17 Hiring of the Dean of Student Service/Marina
R10-5 Counseling Marina Flyer
R10-6 Health Services Today Marina Flyer
R10-7 Health Services October Marina Flyer
R10-8 Assessment Testing Marina Flyer
R10-9 Assessment Testing Location Sign
R10-10 Financial Aid Flyer
R10-11 Online Counseling screenshot
R10-12 Ask a Counselor screenshot
R10-13 Sidewalk Sign
R10-14 Student Services Calendar Marina
R10-15 Student Services web page Marina
R10-16 Printed Calendar for the Bulletin Boards Marina
R10-17 Student Services Banner Marina
R10-18 Grad Guru Marina Flyer
R10-19 Email to Faculty
R10-20 Transfer Awareness Banner Marina
R10-21 Student Services Poster Marina
R10-22 Dreamers Banner Marina

RECOMMENDATION 11 (TO IMPROVE QUALITY)

Recommendation Identified by the Commission:
In order to improve, the team recommends that the College obtain accurate data on students receiving comprehensive and abbreviated student education plans and review the data regularly to make appropriate action plans to increase student success. (Standard II.C.5)

Resolution of the Recommendation:
The College has developed a standing report within the Student Information System (SIS). This standing report -- SIS801 Educational Plans -- enables the Student Success and Support Program Team to access accurate data in real time, which indicates whether or not students have a comprehensive or abbreviated education plan.

Action Taken to Address the Recommendation:

The College has changed its prior practice of requesting a report twice a semester from the Information Technology Systems (IT) department and has developed a standing report within the Student Information System (SIS). This standing report -- SIS801 Educational Plans -- enables the Student Success and Support Program Team (3SP) to access accurate data in real time. This report identifies whether or not students have completed an educational plan and also which type of educational plan they have.   In addition, this report identifies the term in which the educational plan was developed to enable better follow up with students and determine if they need to meet with a counselor to update their educational plan. (R11-1 801 SIS Report fall 2017)

The 3SP Team emails students who do not have an educational plan on file during the fourth week of each semester and again two weeks before registration. Students are invited to attend a Schedule Building Workshop to develop an abbreviated educational plan. In addition, Grad Guru notices are sent to remind students to meet with a counselor and develop or update their educational plans. (R11-2 Email to students re Ed Plans; R11-3 Schedule Building Workshop Notice; R11-4 Grad Guru Notice)

The Recommendation to Improve has been addressed.

Evidence:

R11-1 SS801 SIS Report fall 2017

R11-2 Email sent to students

R11-3 Schedule Building Workshop Notice

R11-4 GradGuru Notice