



MONTEREY PENINSULA
College

Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

Submitted by

Monterey Peninsula College

980 Fremont Street
Monterey, CA 93940

to

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

December 2022

Certification

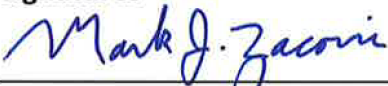
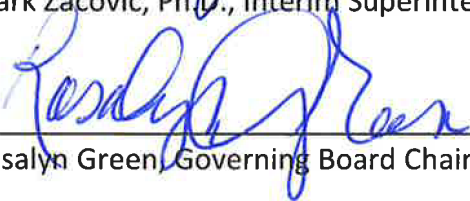



To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Mark Zacovic, Interim Superintendent/President
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures

	12/1/2022
Mark Zacovic, Ph.D., Interim Superintendent/President	Date
	12-6-22
Rosalyn Green, Governing Board Chair	Date
	12/6/22
Jon Knolle, Ed.D., Vice President of Academic Affairs/ Accreditation Liaison Officer	Date
	12-5-22
Adria Gerard, Academic Senate President	Date
	12/6/22
Cathleen Cabrera, Associate Students for Monterey Peninsula College (ASMPC) President	Date

Contents

<u>Section A - Introduction</u>	3
● <u>College History</u>	3
● <u>Major Developments Since Last Self-Evaluation</u>	5
● <u>Student Enrollment Data</u>	9
● <u>Service Area Data</u>	18
● <u>Regional Labor Market Data</u>	21
● <u>College Sites</u>	24
● <u>Specialized or Programmatic Accreditation</u>	24
<u>Section B - Presentation of Student Achievement Data and Institution-Set Standards</u>	25
<u>Section C - Organization of the Self-Evaluation Process</u>	30
<u>Section D - Organizational Information</u>	33
<u>Section E - Certification of Continued Compliance with Eligibility Requirements</u>	37
<u>Section F - Certification of Continued Institutional Compliance with Commission Policies</u>	39
<u>Section G - Institutional Analysis</u>	42
● <u>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</u>	42
○ <u>I.A. Mission</u>	42
○ <u>I.B. Assuring Academic Quality and Institutional Effectiveness</u>	48
○ <u>I.C. Institutional Integrity</u>	66
● <u>Standard II: Student Learning Programs and Support Services</u>	84
○ <u>II.A. Instructional Programs</u>	84
○ <u>II.B. Library and Learning Support Services</u>	113
○ <u>II.C. Student Support Services</u>	126
● <u>Standard III: Resources</u>	144
○ <u>III.A. Human Resources</u>	144
○ <u>III.B. Physical Resources</u>	175
○ <u>III.C. Technology Resources</u>	183
○ <u>III.D. Financial Resources</u>	193
● <u>Standard IV: Leadership and Governance</u>	213
○ <u>IV.A. Decision-Making Roles and Processes</u>	213
○ <u>IV.B. Chief Executive Officer</u>	226
○ <u>IV.C. Governing Board</u>	237
<u>Section H - Quality Focus Essay</u>	255
● <u>Project 1 - Strengthening Program Review</u>	255
● <u>Project 2 - Career and Academic Pathway (CAP) Completion Teams</u>	258
<u>Appendix A - Full Evidence List</u>	261
<u>Appendix B - Acronym List</u>	290

PART A - Introduction

College History

Monterey Peninsula College (MPC) began operations in September 1947 on the campus of Monterey Union High School. During that first year, 97 acres of land were purchased on Fremont Street. The following September, classes commenced in converted army barracks with 280 students and 20 faculty members. From that moment, MPC has continued to respond to the ever-evolving needs of the surrounding community.

As the demand for post-secondary education steadily grew in the region, the College continued to expand its facilities. The engineering building was constructed in 1958, the original library in 1960, and the art and music center and swimming pool in 1962. In 1965, the District constructed new buildings for business, humanities, life science, physical education, physical science, and social science. The lecture forum, theater, and College Center were also part of this 1965 campus renewal and expansion.

In 1961, the College became its own junior college district. With this reorganization, the Carmel Unified School District and the Pacific Grove Unified School District became part of the Peninsula-wide junior college district. In 1971, MPC recognized and responded to the growing educational needs of the communities residing in the north side of the College's service area, consisting primarily of Marina and Seaside. During this time, Fort Ord was in full operation; therefore, the residents in these two communities consisted mostly of service men and women and their families. From 1971 to 1993, the College operated an education center at Fort Ord in cooperation with the U.S. Army, mainly for the benefit of armed forces personnel and their families. After the closing of the base, the Fort Ord Reuse Authority (FORA) was formed to administer and oversee the distribution of the former Fort Ord property to various state, county, and local agencies, including MPC.

Several properties were slated for conveyance to the College including a parcel in Marina and another in Seaside. The properties conveyed to MPC include what are now known as the MPC Marina Education Center (MEC) and Public Safety Training Center (PSTC) in Seaside. In addition, the properties of Parker Flats and the Military Operations on Urban Terrain (MOUT) have been conveyed to the College for potential future expansion.

MPC has enjoyed tremendous support from its community. In November 2002, local voters approved a \$145 million bond for facilities, infrastructure, and equipment at the College. Funds from the bond were used to support the programmatic needs described in the College's educational master plan, which included the development of the Marina Education Center located in the former Fort Ord, construction of the new Library and Technology Center at the entrance to the Monterey campus, and establishment of a new Facilities building near the Automotive Technology program site.

Monterey Peninsula College is part of California's public community college system and serves the communities of Big Sur, Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside. MPC classes are held on the Monterey campus, at the Marina Education Center, at the Public Safety Training Center in Seaside, and at off-campus locations. The College first received accreditation in 1952 from the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and was most recently reaffirmed in 2016.

As of 2021-2022, MPC offers a range of degrees and certificates, including Associate in Arts, Associate in Arts for Transfer, Associate in Science, Associate in Science for Transfer, and Associate in Science for UC Transfer degrees as well as Certificates of Achievement, non-credit Certificates of Completion, and local Certificates of Training.

Major Developments Since Last Self-Evaluation

Since its last Institutional Self-Evaluation Report, the College has engaged in numerous state-wide initiatives, responded to changing regulations, implemented new student support programs, and responded to the COVID-19 pandemic. Highlights of these efforts are described below:

Guided Pathways

MPC has engaged in the implementation of Guided Pathways in order to redesign and realign programs and services to better support student success. As part of its Guided Pathways implementation, the College established four inquiry/design teams charged with making recommendations for college redesign based upon the Guided Pathways organizing framework, key essential practices, and applicable equity considerations. All teams reviewed and discussed quantitative and qualitative data, studied internal and external models, performed SWOT-style analyses, and engaged in cross-college and cross-constituent dialogue to design actionable recommended goals that would reach beyond the grant's limited five-year timeframe.

All recommendations for these goals fall under the four foundational pillars of Guided Pathways: (1) Clear Program Requirements, (2) Entering the Path, (3) Staying on the Path, and (4) Ensuring Learning. These actionable goals include:

- Establishment of the Teaching and Learning Committee (T&LC)
- Launch of the Student Ready Program (SRP) pilot
- Expansion, enhancement, and centralization of academic and learning support
- Creation of sample program maps for all degree and certificate programs
- Establishment of Career and Academic Pathways (CAPs) and dissemination of CAP program information connected to career and transfer goals
- Launch of CAP completion teams
- Establishment of a college-wide professional development program
- Establishment of a Student Outreach and Recruitment (SOAR) department
- Establishment of a data coaching program and Summer Data Coaching Academy

AB 705 and Remedial Education

In October 2017, California Assembly Bill (AB) 705 was signed into law. AB 705 requires California community college districts to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe. This bill eliminated placement tests and encouraged placement based on high school coursework, high school grades, and high school grade point averages. MPC has since implemented these mandates in both the English and Math departments by no longer offering below-transfer-level

courses, adding built-in support for transfer-level courses, and augmenting academic support. The College submitted an AB 705 Plan in March 2022, and full implementation of AB 705 was achieved by fall 2022.

Recognizing the need to ensure students receive greater support in transfer-level math and English courses, the College has supported enhanced and expanded academic and learning support; launched a Student Ready Program pilot, which includes collaboration between math and English faculty, counseling faculty, and academic support programs; and supported College-wide professional development activities, communities of practice, and AB 705-specific trainings and presentations.

Transfer Partnerships & Pathways

MPC faculty have continued to develop Associate Degrees for Transfer to support students seeking to continue their education at the four-year college and university level. Since its last self-evaluation, the College has developed seven new Associate in Science for Transfer Degrees and five new Associate in Arts for Transfer Degrees. In addition, the College has developed two University of California Transfer Pathways based on the state-wide model pathways established by the California Community Colleges (CCC) and University of California (UC) systems. MPC has also focused efforts on establishing official transfer pathways with neighboring California State University, Monterey Bay including its Teacher Pathway Program (TPP) and multiple “2+2” agreements, which provide specific guidance for students seeking to transfer to CSUMB.

AB 288 Dual Enrollment

Another significant milestone for MPC is the implementation of AB 288, providing for easier dual enrollment access for students in K-12 via College and Career Access Pathways (CCAP) partnerships. The College currently has CCAP agreements with all K-12 school districts in its service area: Carmel Unified School District, Monterey Peninsula Unified School District, and Pacific Grove Unified School District. In addition, with permission from neighboring Hartnell College, MPC has agreements with Gonzales Unified School District, North Monterey County Unified School District, and John Muir Charter School. The College and its K-12 partners continue to evaluate pathways and courses to identify opportunities to provide greater access to students in the future. Unlike AB 705, AB 288 is an option rather than a mandate. Implementation of AB 288 has aided in encouraging underserved and often underrepresented students in K-12 to enroll in college classes and pursue degrees.

Adult Education

The Monterey Peninsula Adult Education Consortium is a collaborative system between multiple sites within the Monterey County school system. For many years, MPC has offered Adult Education courses in English as a Second Language (ENSL), Learning Skills (LNSK), and adult basic education. Recently, MPC has introduced a series of short-term non-credit career and technical education courses and programs to support adult education pathways into and

through Career Education programs. The College continues to collaborate with its adult school partners to provide pathways and opportunities for students in its region.

Chancellor's Office Call to Action

In June 2020, in response to multiple cases of continued police brutality against people of color across the country, including the murders of George Floyd and Breonna Taylor, the California Community College Chancellor's Office (CCCCO) sent out a Call to Action to the entire system to engage in open dialogue about, and take action against, structural racism.

In response, the Superintendent/President established the Inclusion, Diversity, Equity, Anti-Racism (IDEA) Taskforce as a key group of faculty, staff, and administrators charged with making actionable recommendations for sustainable change throughout the College. Some of the actions addressed in 2020-2021 by the IDEA Task Force resulted in an anti-racism vocabulary teach-in; a College forum on sub-groups in action; presentations on examining institutional racism and equity, undocumented students, and white privilege and fragility; and an action plan that will continue to guide the College's work towards a more sustainable, inclusive, and equitable institution.

Expanded Support for Student Basic Needs

A third key recent California Assembly Bill is AB 2388, which establishes funding for new positions and mandates the creation of a Student (Basic) Needs Coordinator position. This individual is charged with identifying, supporting, and linking students to on- and off-campus housing, food, transit assistance, and mental health services and resources, among other responsibilities. In addition, the Coordinator will play an integral role in the establishment and launch of a centralized help center, which is currently in the conceptual stage, as well as clear publication of available resources both online and via physical materials.

COVID-19 Pandemic / Campus Health & Safety

In response to the COVID-19 pandemic, the County of Monterey issued a Shelter-in-Place Order effective March 18, 2020. As a result, the College acted quickly to transition classes and services online in order to ensure continuity of instruction and student support. The College followed all guidelines issued by the California Community College Chancellor's Office and obtained approval from ACCJC for the modality change. In addition, the College implemented multiple efforts, including surveys and online help ticket systems, to solicit feedback from students and employees in order to assess immediate needs such as academic support, financial aid, technology support, technology resources, and other needs.

Under the leadership of MPC's former Superintendent/President, the College developed and implemented a multi-stage plan to re-open the College as local and state health guidance permitted. Based on stage 1 of the reopening plan, the College re-opened with significant limitations to on-campus operations in fall 2020. During this time, limited in-person classes took place in essential workforce sectors. The College moved to stage 2 of the re-opening plan in fall

2021, which allowed for more instruction and services to resume in-person with limitations to ensure adequate health and safety measures were followed. MPC resumed full in-person operations in spring 2022 with continued health and safety measures as well as a new vaccine mandate for employees and students resulting from updated Board Policies 5210 and 7330, which define the District's requirements related to communicable Disease. The College implemented the use of an online system to upload and store vaccine and testing attestation, created a College-wide communication plan to report positive COVID cases, and established on-campus pop-up vaccine clinics and COVID-19 testing sites. The College continues to respond to the changing circumstances of the COVID-19 pandemic and its impact on students and employees as well as the local community.

Measure V Bond

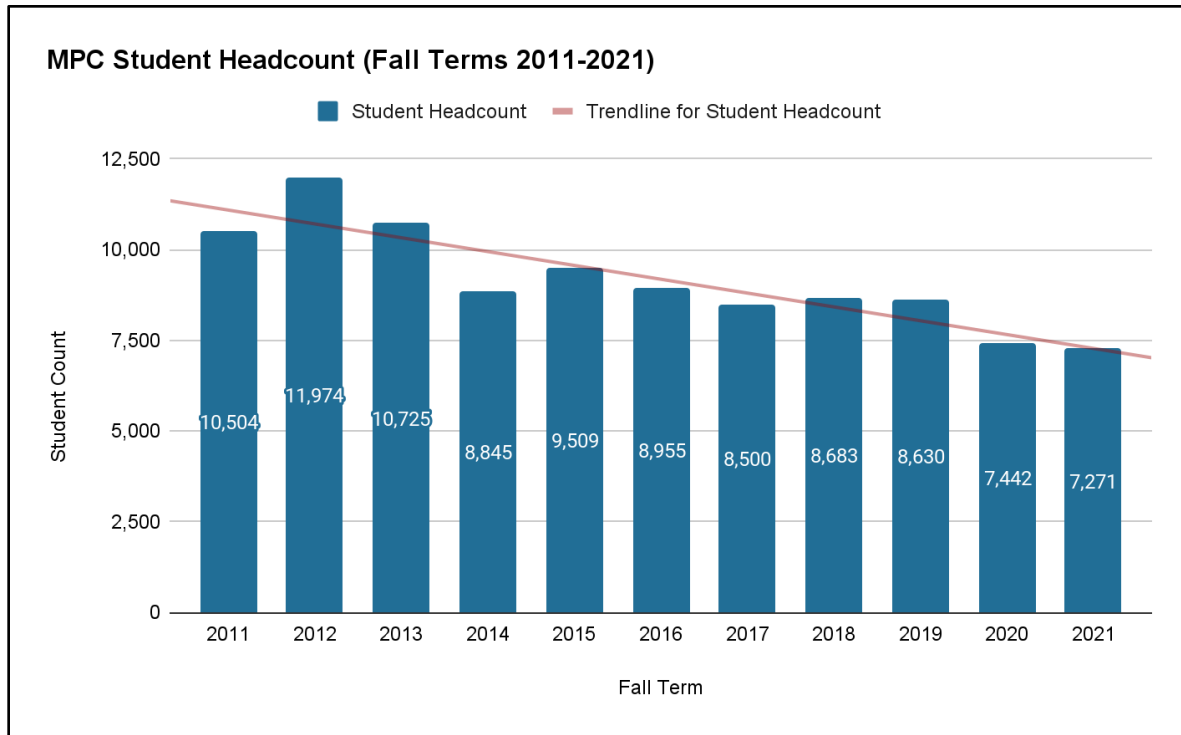
On July 30, 2020, the Board of Trustees voted unanimously to place Measure V, a \$230 million local facilities bond measure on the November 2020 ballot. The Measure V bond, approved by popular vote, allows the College to expand facilities at the Marina Education Center, develop a first responder training center, and make improvements to the College's infrastructure, including:

- Repair leaky roofs, old rusty plumbing, and dry rotted beams; replace faulty electrical systems to improve energy efficiency; and upgrade facilities so that the College can operate in a more environmentally sustainable way
- Upgrade classrooms and labs to help students complete the first two years of college affordably and transfer to a four-year college or university
- Upgrade classrooms and career training facilities for science, technology, engineering, math, computer science, healthcare, hospitality, and nursing students
- Complete the computer and technology upgrades needed for students to be able to take classes, listen to lectures, and accomplish assignments online
- Upgrade College technology and network infrastructure and improve the data center

The Board of Trustees has approved Bond project budgets, and the College is currently in various stages of design, planning, and implementation of the Measure V bond projects.

Student Enrollment Data

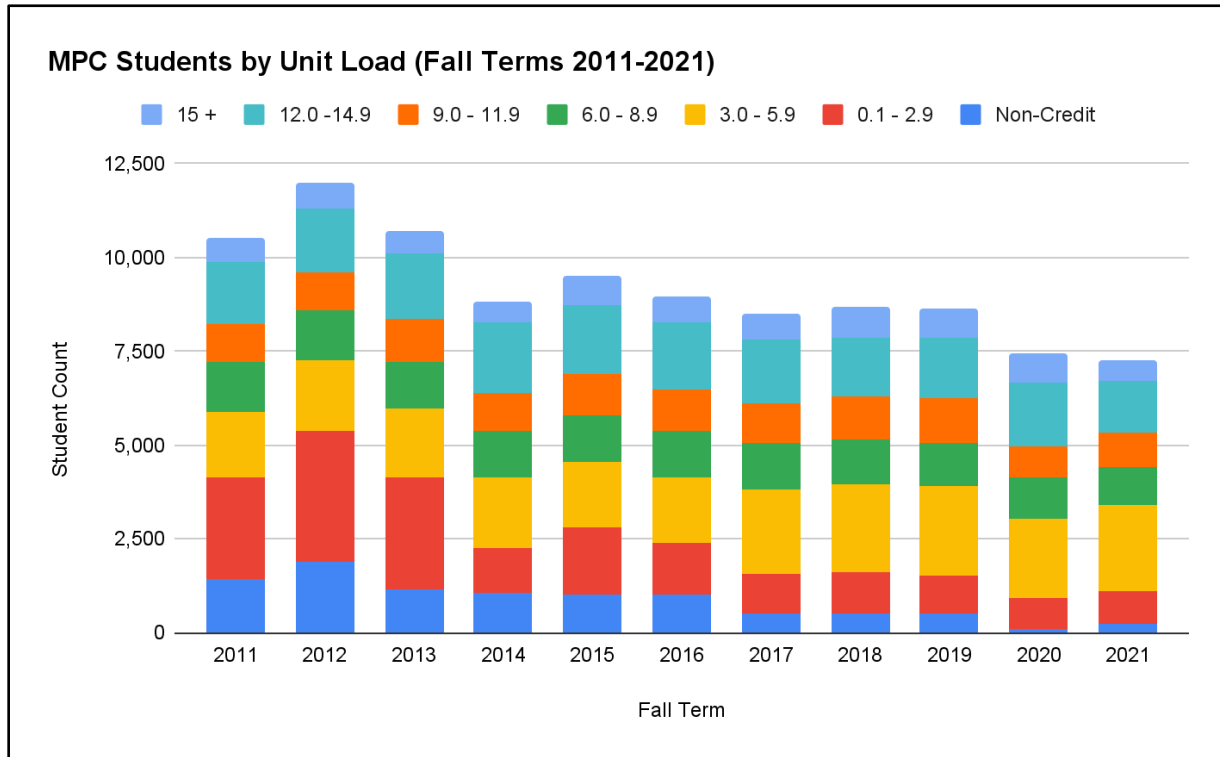
Student Headcount



Data source: California Community College Chancellor's Office (CCCCO) Data Mart Annual/Term Student Count Report

Over the past ten years, student headcount at the College has generally been on a downward trend. The decreases that occurred in fall 2020 and 2021 were largely due to the COVID-19 pandemic, which impacted enrollment across the California Community College system.

Student Demographics

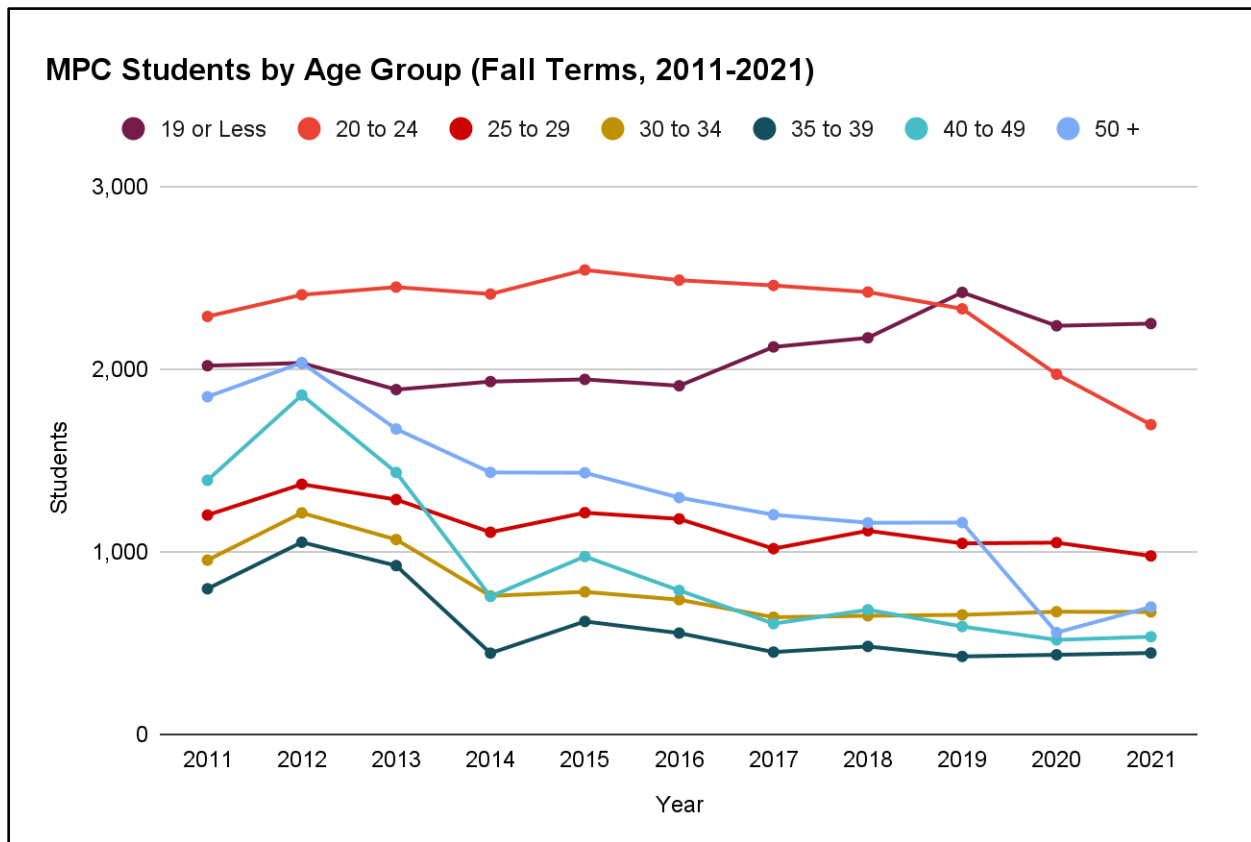


Age Groups	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
19 or Less	2,020	2,035	1,889	1,933	1,945	1,910	2,123	2,173	2,422	2,239	2,251
20 to 24	2,290	2,409	2,451	2,413	2,545	2,489	2,460	2,424	2,332	1,973	1,697
25 to 29	1,201	1,370	1,286	1,107	1,214	1,180	1,017	1,115	1,046	1,050	977
30 to 34	954	1,213	1,067	758	780	737	641	649	654	671	670
35 to 39	797	1,052	924	444	618	554	450	481	426	435	445
40 to 49	1,392	1,859	1,435	755	974	788	606	682	590	517	534
50 +	1,850	2,036	1,673	1,435	1,433	1,297	1,203	1,159	1,160	557	697
Total	10,504	11,974	10,725	8,845	9,509	8,955	8,500	8,683	8,630	7,442	7,271

Data source: California Community College Chancellor's Office (CCCCO) Data Mart Full-time/Part-time (Unit Load) Status Summary Report

The number of full-time students (enrolled in at least 12 semester units) at the College has remained relatively consistent over the past ten years, with a notable drop occurring in Fall 2021, likely as a result of COVID-19's impact on overall enrollment. The "non-credit" and "0.1-2.9" unit categories have seen the steepest decline; this may be due to repeatability restrictions that were implemented due to the California Code of Regulations on course repeatability limits

(Title 5 Section 55040), which went into effect in fall 2013. The greatest increase the College has observed within this timeframe is in the "3.0 to 5.9" unit category.



Age Groups	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
19 or Under	2,020	2,035	1,889	1,933	1,945	1,910	2,123	2,173	2,422	2,239	2,251
20 to 24	2,290	2,409	2,451	2,413	2,545	2,489	2,460	2,424	2,332	1,973	1,697
25 to 29	1,201	1,370	1,286	1,107	1,214	1,180	1,017	1,115	1,046	1,050	977
30 to 34	954	1,213	1,067	758	780	737	641	649	654	671	670
35 to 39	797	1,052	924	444	618	554	450	481	426	435	445
40 to 49	1,392	1,859	1,435	755	974	788	606	682	590	517	534
50 +	1,850	2,036	1,673	1,435	1,433	1,297	1,203	1,159	1,160	557	697
Total	10,504	11,974	10,725	8,845	9,509	8,955	8,500	8,683	8,630	7,442	7,271

Data source: California Community College Chancellor's Office (CCCCO) Data Mart

As Monterey Peninsula College responded to the unexpected public health crisis due to the COVID-19 pandemic starting in early 2020, the College has been analyzing pre- and post-pandemic enrollment trends to help identify actionable insights as it has resumed more face-to-face instruction.

Pre-Pandemic (2011-2019) Age Group Trends

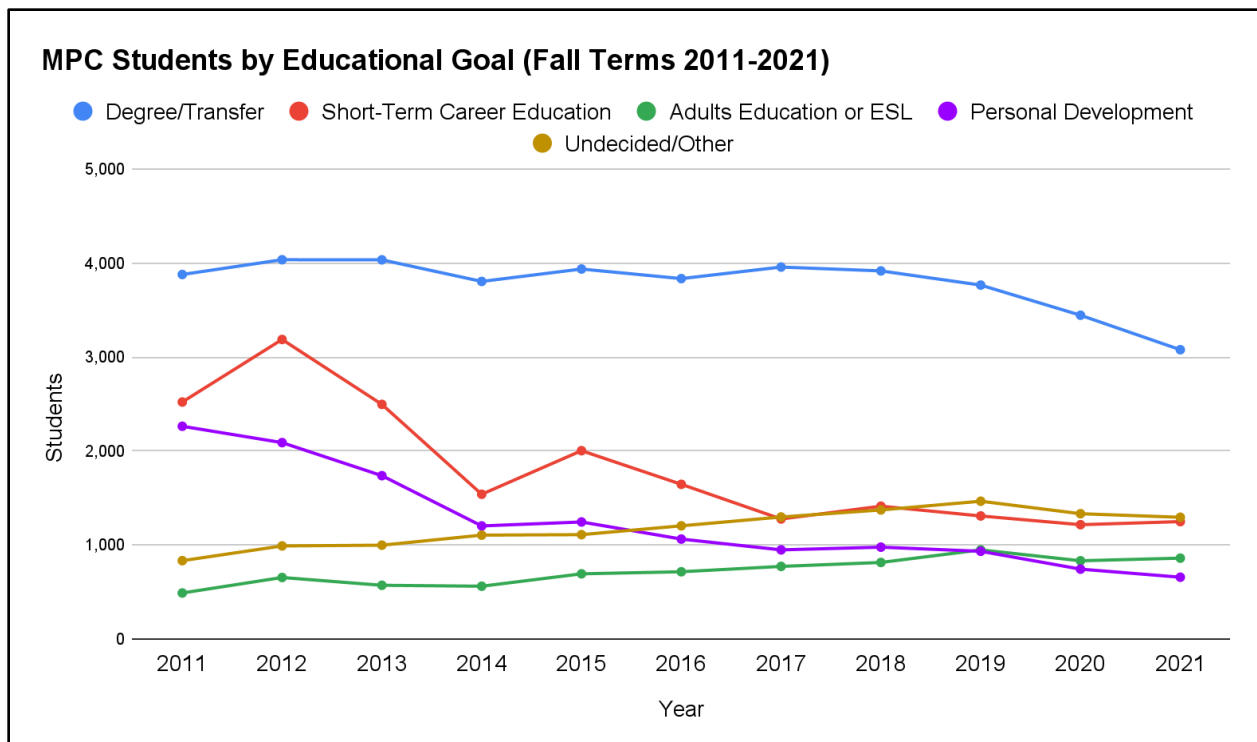
Until enrollment dropped in 2020 due to the COVID-19 pandemic, the College had experienced a noticeable increase in enrollment of students age 19 or under since Fall 2017. This trend could be due, in part, to MPC's efforts to expand dual enrollment opportunities at high schools in the District through the College and Career Access Pathways (CCAP) partnerships.

Enrollment for the age groups between 20 and 29 has been relatively stable during the pre-pandemic period while there has been a downward trend for ages 30 and above, with a significant decline in enrollment for the ages 40 and above population between 2012 and 2014. The sharp decrease in enrollment during this period may have been related to a new California Code of Regulations on course repeatability limits (Title 5 Section 55040), which went into effect in Fall 2013. This legislation change would have affected older adults who repeated enrollments in areas such as the arts and physical fitness.

Post-pandemic (2020-present) Age Group Trends

It is notable that the COVID-19 pandemic resulted in a significant decrease in enrollment of two specific age groups (ages between 20 and 24 and ages 50+) compared to pre-pandemic levels. Historically, the majority of the College's student population who take courses for personal development have been older student populations, including those vulnerable groups being at a high risk of serious illness and death from COVID-19 and those less interested in online learning opportunities.

Notably, the pandemic had a relatively small impact on other age groups: the group age 19 or under saw a small decrease in enrollment, and enrollments of students between 30 and 49 years old remained consistent compared to pre-pandemic levels. While the College certainly cannot pinpoint the main cause for different changes in the enrollment trend by age group, it is reasonable to consider the possibility that inequitable access to stable internet, financial hardship, health-related issues, and the impact of Board Policy 5210 and Administrative Procedure 5210, which introduced a vaccination requirement for all students in spring 2022, are among many potential factors.



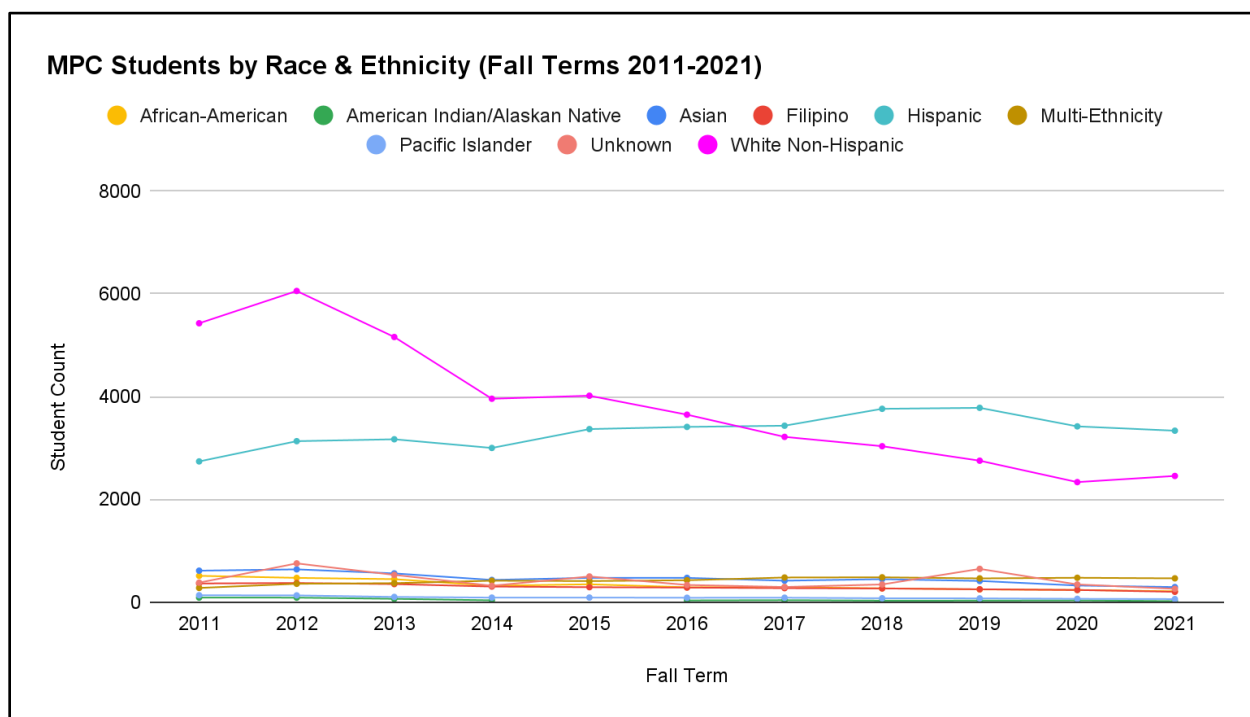
Data Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files.

The graph and the table, which show students' self-reported education goals when they applied for admission, indicate that the number of degree/transfer seeking students at the College remained stable at approximately 3,800~4,000 until the COVID-19 pandemic began in 2020. Since then, those numbers have decreased by 10% each year while the enrollment of students with other education goals had a relatively smaller decrease in 2020, but maintained a similar level in 2021.

While the degree/transfer seeking student population decreased, adult education/ESL students and students with undecided goals have been on a slightly upward trend for the past ten years. The students in these two categories might not have not defined their long-term education goals yet as the majority of classes they take are prerequisites or beginning-level classes, and thus, these students may not have fixed goals until they further advance their studies. This trend also reflects the impact of dual enrollment, which started in 2017, as younger students (middle and high school students under age 18) often do not have reported education goals yet.

The short-term career education student population significantly decreased over the past ten years. The sudden, significant decline in enrollment occurred between 2012 and 2014 while the numbers stayed relatively steady after 2017. This significant decline in enrollment may have been related to a decrease in MPC's Instructional Service Agreement (ISA) contracts with public safety training agencies.

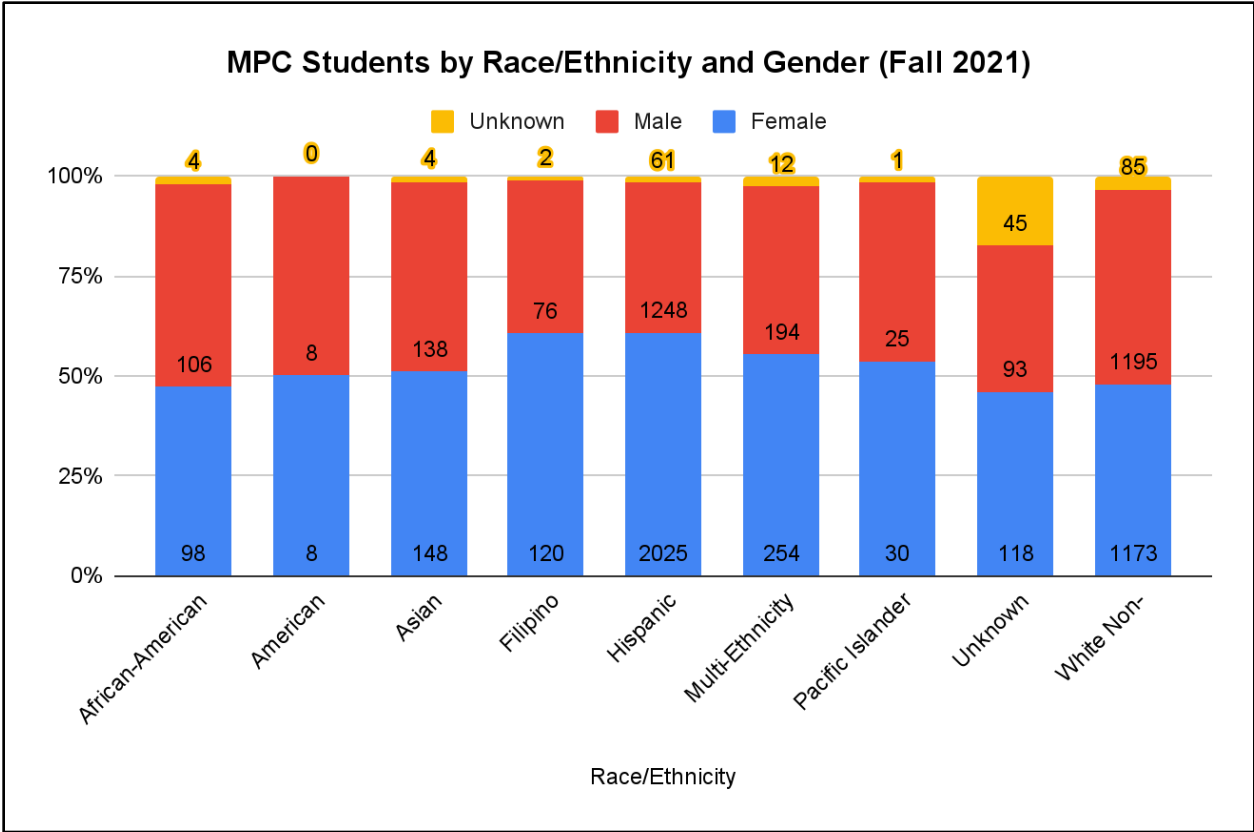
In addition, the data show that the number of students who took classes for personal development has seen a downward trend for the past decade. The numbers decreased notably between 2012 and 2014. As noted in the section above regarding the enrollment by age group, the significant drop in enrollment may have been caused by a newly implemented regulation limiting course repeatability, enacted in fall 2013, as the new policy may have affected older students who enjoyed repeating courses for personal development in areas such as the arts, dance, and music.



Data source: California Community College Chancellor's Office (CCCCO) Data Mart Annual/Term Student Count Report

Over the past decade, student racial and ethnic diversity at Monterey Peninsula College has shifted. Most notably, the data show a 20% increase in Hispanic students between 2011 (26%) and 2021 (46%). The composition of other racial and ethnic groups has remained relatively consistent with the exception of White students, whose population has decreased from 52% (2011) to 34% (2021) though still the second largest student group at MPC. Hispanic students became the largest population at MPC in 2017.

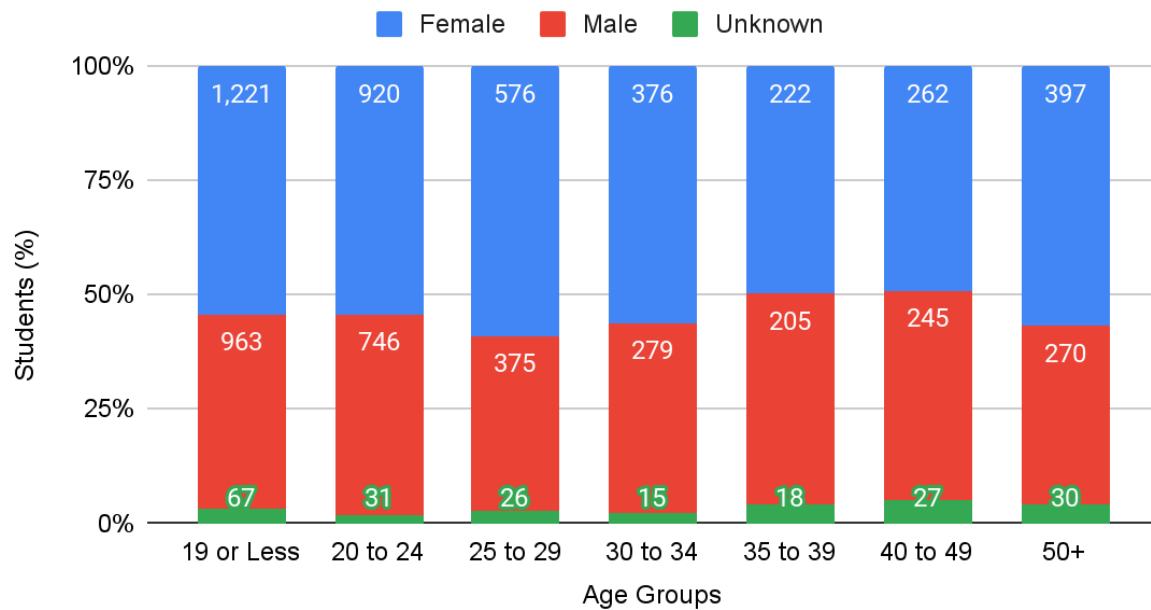
The gradual rise in Hispanic students over the past decade prompted MPC to take action in order to serve the needs of this growing population, in part, by becoming a Hispanic Serving Institution (HSI) in 2018. The College has received multiple federal HSI grants to support the development and implementation of programs and services, including the establishment of the Center for Excellence in Transfer, College Readiness, and Opportunities (El CENTRO), increased bilingual academic support, and offering courses in a bilingual (Spanish/English) format.



Data source: California Community College Chancellor's Office (CCCCO) Data Mart Annual/Term Student Count Report

For almost all race/ethnicity groups listed, there is roughly a 50/50 split between male- and female-identifying students with the split generally favoring female students. The exceptions to this general trend are within the African-American and White Non-Hispanic student populations, who have a higher male-to-female population. There is generally a small number of students in the unknown gender category, except among students of unknown race/ethnicity.

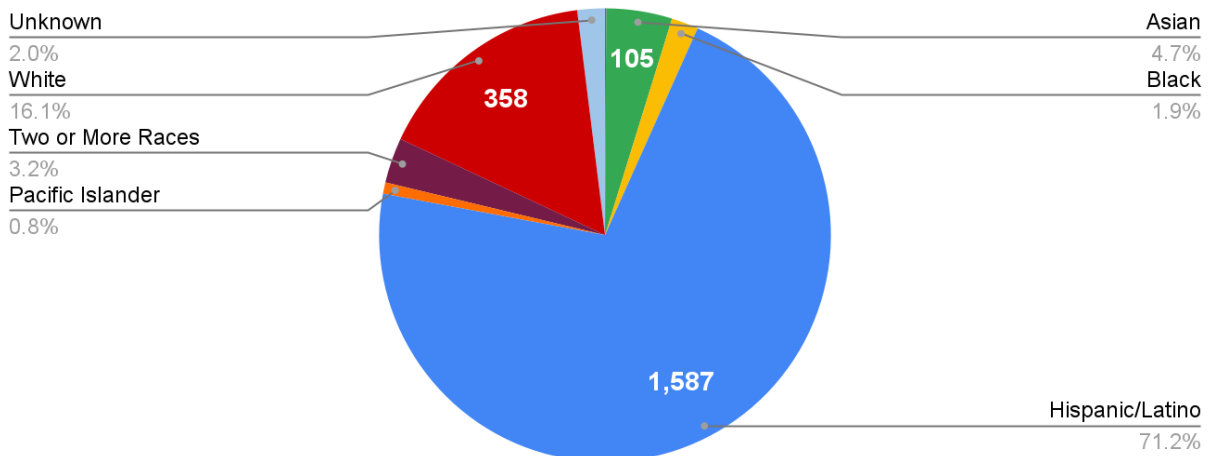
MPC Students by Gender and Age Group (Fall 2021)



Data source: California Community College Chancellor's Office (CCCCO) Data Mart.

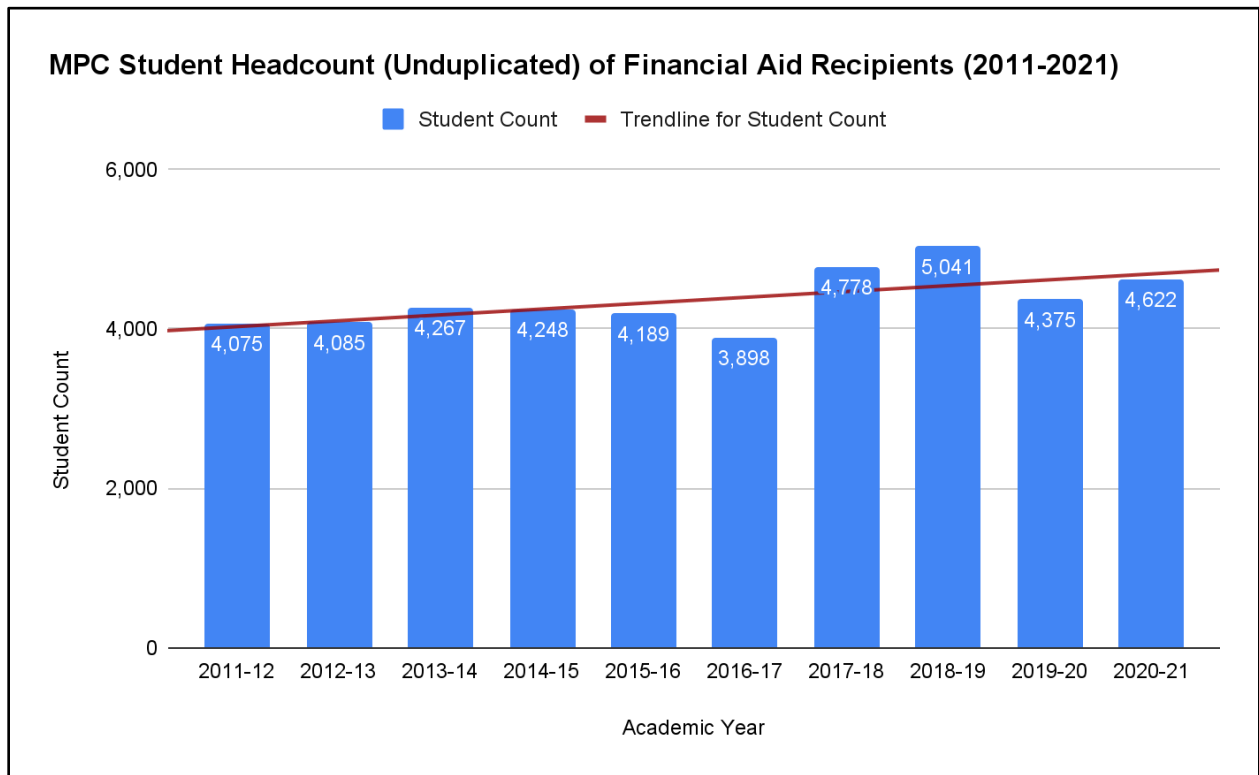
Overall, more female students (55%) than male students (42%) enrolled at the College in 2021. The portion of female students is higher than the percentage of male students in all age groups. Among them, the age group between ages 25 and 29 had the highest concentration of female students (59%) compared to male students (38%) while the ratio between females and males is relatively even, with the difference being 3-4% within the age group between 35 and 49.

MPC First Generation Students by Race/Ethnicity (Fall 2021)



Data source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files.

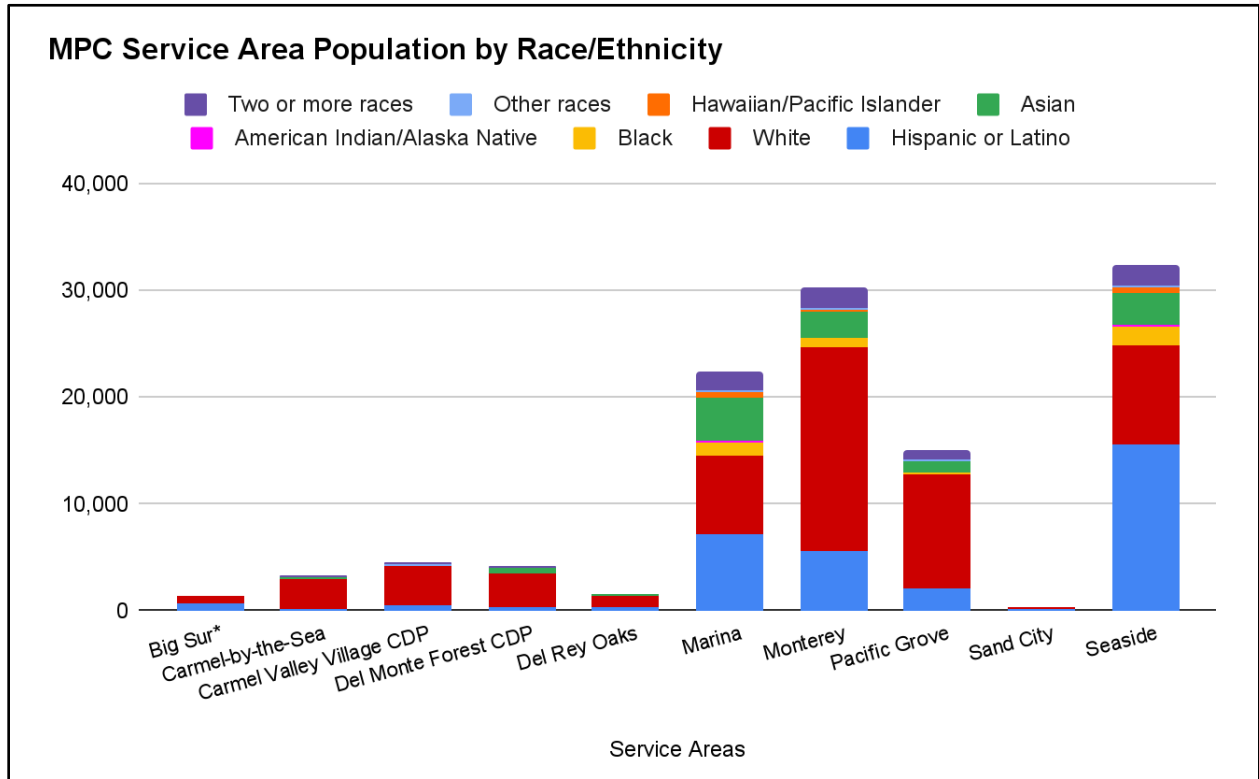
First generation college students represented one-third of total students enrolled at the College in fall 2021. Among first generation students, Hispanic/Latino students accounted for more than two-thirds of the population (71%), followed by White (16%) and Asian students (5%). To have systematic support for first generation students, the College has focused on increasing financial assistance available to students and increased student support through counseling; academic support; and programs including the El CENTRO, Umoja, EOPS, the Access Resource Center, and TRIO Student Support Services (SSS).



Data source: California Community Colleges Chancellor's Office Financial Aid Summary Report

Over the past ten years, the number of students (unduplicated headcount) at the College who are receiving financial aid has moved in an upward trend. The decreases that occurred in Fall 2020 and 2021 were likely due to the decrease in enrollment ushered in by the COVID-19 pandemic.

Service Area Data



Data sources: 2020 Census, U.S. Census Bureau. Total Population - Hispanic or Latino, and Not Hispanic or Latino by Race. & 2020 ACS, U.S. Census Bureau. 2016-2020 American Community Survey 5-Year Estimates Data Profiles (DP), Table DP05. (Note: Big Sur was not included in the 2020 Census; therefore, the Zip Code Tabulation Areas (ZCTAs) for Big Sur (93920) in the American Community Survey (ACS) 2020 was used for the area)

The table above demonstrates the racial/ethnic breakdown of cities within the College’s service area. Marina and Seaside are the most racially and ethnically diverse cities in the District.

MPC Service Area Population by Age Group

Service Area:	Population by Age Group:									
	14 or under	15-19	20-24	25-34	35-44	45-54	55-59	60-64	65 or over	Total
Big Sur*	304	34	158	275	245	113	61	132	223	1,545
Carmel-by-the-Sea	424	52	0	309	405	437	309	237	1,657	3,830
Carmel Valley Village CDP	694	216	110	191	546	323	410	364	1,298	4,152
Del Monte Forest CDP	409	299	241	178	334	347	277	369	1,651	4,105
Del Rey Oaks	214	54	34	192	190	199	157	131	354	1,525
Marina	4,312	1,663	2,175	3,055	2,617	2,218	1,360	1,316	3,265	21,981
Monterey	3,695	1,588	2,503	5,173	3,461	3,098	1,913	1,771	5,150	28,352
Pacific Grove	2,428	706	620	1,546	1,612	2,067	1,161	1,121	4,261	15,522
Sand City	49	7	33	58	41	41	16	32	33	310
Seaside	7,169	2,636	2,362	5,980	4,304	3,874	2,185	1,696	3,750	33,956

Data source: 2019 ACS, U.S. Census Bureau. 2015-2019 American Community Survey 5-Year Estimates Data Profiles (DP), Table DP05. (Note: Big Sur was not included in the CDPs or the cities in 2019 ACS, therefore the Zip Code Tabulation Areas (ZCTAs) for Big Sur (93920) was used for the area)

The table above demonstrates the age group breakdown of cities within the College's service area. The majority of residents fall into three age categories: 65 or over (37,232), 14 or under (37,261), and 25-34 (32,686).

MPC Service Area Population by Education Level

Service Area:	Population by Education Level:				
	Not a HS Graduate	HS Graduate or GED	Some College	Associate Degree	Bachelor's Degree or Higher
Big Sur*	171	233	150	148	347
Carmel-by-the-Sea	51	378	530	181	2,214
Carmel Valley Village CDP	195	308	821	275	1,533
Del Monte Forest CDP	77	351	563	170	1,995
Del Rey Oaks	32	205	287	164	535
Marina	2,004	2,857	3,356	1,620	3,994
Monterey	1,523	2,210	4,027	1,937	10,869
Pacific Grove	397	1,517	2,315	1,146	6,393
Sand City	42	26	48	17	88
Seaside	4,213	5,365	4,886	2,257	5,068

Data source: 2019 ACS, U.S. Census Bureau. 2015-2019 American Community Survey 5-Year Estimates Data Profiles (DP), Table DP02. (Note: Big Sur was not included in the CDPs or the cities in 2019 ACS, therefore the Zip Code Tabulation Areas (ZCTAs) for Big Sur (93920) was used for the area)

The table on the previous page demonstrates educational attainment within the College’s service area. The majority of residents fall into the “Bachelor’s Degree or Higher” category. Every city has the majority of its residents within the "Bachelor's Degree or Higher" category with the exception of Seaside, where the majority of people are within the "HS Graduate or GED" category.

MPC Service Area Population by Income Status

Service Area:	Percent of Population Designated as Low-Income Status ⁽¹⁾			
	All Families	Families with Single Female Parent ⁽²⁾	All People	18 to 64 Years
Big Sur ⁽³⁾	4.0%	0.0%	16.3%	23.0%
Carmel-by-the-Sea	0.0%	0.0%	2.9%	2.0%
Carmel Valley Village CDP	0.0%	0.0%	4.6%	5.5%
Del Monte Forest CDP	1.2%	0.0%	5.3%	10.2%
Del Rey Oaks	2.2%	0.0%	5.1%	4.9%
Marina	7.2%	19.4%	12.8%	13.7%
Monterey	4.6%	6.2%	10.9%	11.5%
Pacific Grove	2.9%	5.0%	6.5%	7.3%
Sand City	9.5%	50.0%	16.5%	17.6%
Seaside	9.4%	14.3%	13.4%	12.3%

Data source: 2019 ACS, U.S. Census Bureau. 2015-2019 American Community Survey 5-Year Estimates Data Profiles (DP), Table DP03. (Notes: (1) Percentage of families and people whose income in the past 12 months below the poverty level; (2) Big Sur was not included in the CDPs or the cities in 2019 ACS; therefore, the Zip Code Tabulation Areas (ZCTAs) for Big Sur (93920) was used for the area; (3) Families with female householder, no spouse present)

The table above demonstrates the low-income status within the College’s service area. Sand City and Seaside are the cities with the highest numbers of low-income status students within the “All Families” category. Half of the “Families with Single Female Parent” within the low-income status category live in Seaside.

Regional Labor Market Data

The Monterey Peninsula College service area includes the cities of Carmel-by-the-Sea, Del Rey Oaks, Marina, Monterey, Pacific Grove, Sand City, and Seaside; the Census Designated Places (CDP) of Carmel Village and Del Monte Forest; and the Big Sur region.

Labor Force and Unemployment Rates, 2021

Service Area:	Labor Force	Unemployment Rate
Monterey County	211,900	8.3%
Carmel by the Sea	2,000	0.1%
Carmel Valley Village CDP	2,400	3.9%
Del Monte Forest CDP	1,300	7.2%
Del Rey Oaks	1,000	15.3%
Marina	12,000	5.7%
Monterey	15,000	4.7%
Pacific Grove	8,100	9.1%
Sand City	200	3.5%
Seaside	17,000	5.1%

*Data source: California Employment Development Department, Labor Market Information Division (Monthly Annual Average 2021 - Revised. Data Not Seasonally Adjusted. Released on 3/25/2022). (*Note: The data for Big Sur is not available as the area is not included in the CDPs or the cities)*

The table above shows the monthly labor force and unemployment rate data for the cities and the CDPs in MPC's service area. The city of Del Rey Oaks has the highest unemployment rate, but its population is among the smallest. Considering the size of their populations, the cities of Seaside, Pacific Grove, Monterey, and Marina show higher numbers of unemployed residents.

2018-2028 Monterey County Employment Projections

Occupations with Most Job Openings (2018-2028)

Occupational Title	Entry Level Education	Job Training	Work Experience	Total Job Openings ⁽¹⁾	Median Hourly Wage	Median Annual Wage
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	No formal educational credential	Short-term on-the-job training	None	73,870	\$14.11	\$29,359
Cashiers	No formal educational credential	Short-term on-the-job training	None	10,010	\$12.93	\$26,897
Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	Short-term on-the-job training	None	8,760	\$0.00	\$0
Waiters and Waitresses	No formal educational credential	Short-term on-the-job training	None	8,390	\$12.82	\$26,668
Personal Care Aides	High school diploma or equivalent	Short-term on-the-job training	None	7,660	\$0.00	\$0
Retail Salespersons	No formal educational credential	Short-term on-the-job training	None	5,950	\$15.60	\$32,437
Laborers and Freight, Stock, and Material Movers, Hand	No formal educational credential	Short-term on-the-job training	None	5,450	\$13.35	\$27,769
Farmers, Ranchers, and Other Agricultural Managers	High school diploma or equivalent	None	≥5 years	5,210	\$54.75	\$113,898
Cooks, Restaurant	No formal educational credential	Moderate-term on-the-job training	<5 years	3,840	\$17.13	\$35,620
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	No formal educational credential	Short-term on-the-job training	None	3,440	\$15.73	\$32,715

Data source: California Employment Development Department, 2018-2028 Local Employment Projections. **Notes** (1) total job openings are the sum of numeric change, exits, and transfers projected between 2018-2028; (2) wages are from the 2020 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0.

The table above displays the projected occupations with the most job openings in Monterey County. Farmworkers are at the top of the list with over 73,000 openings (the agricultural industry is a critical part of Monterey County). It is notable that most occupations on the list do not require any formal education or previous work experience. Thus, most of these jobs have low median annual incomes of less than \$35,000 with the exception of advanced agricultural management positions, with a median annual income over \$110,000.

Fastest Growing Occupations (2018-2028)

Occupational Title	Entry Level Education	Job Training	Work Experience	2018 Employment Estimate	2028 Employment Estimate	% Change	Median Hourly Wage	Median Annual Wage
Medical and Health Services Managers	Bachelor's degree	None	<5 years	270	380	40.7%	\$74.38	\$154,715
Cooks, Restaurant	No formal educational credential	Moderate-term on-the-job training	<5 years	1,980	2,590	30.8%	\$17.13	\$35,620
Construction Managers	Bachelor's degree	Moderate-term on-the-job training	None	360	450	25.0%	\$47.27	\$98,331
Medical Assistants	Postsecondary non-degree award	None	None	950	1,180	24.2%	\$18.50	\$38,473
Tile and Marble Setters	No formal educational credential	Long-term on-the-job training	None	210	260	23.8%	\$19.84	\$41,268
Farmworkers, Farm, Ranch, and Aquacultural Animals	No formal educational credential	Short-term on-the-job training	None	220	270	22.7%	\$0.00	\$0
Personal Care Aides	High school diploma or equivalent	Short-term on-the-job training	None	4,320	5,280	22.2%	\$0.00	\$0
Market Research Analysts and Marketing Specialists	Bachelor's degree	None	None	340	410	20.6%	\$26.88	\$55,905
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	None	None	250	300	20.0%	\$24.74	\$51,471
Agricultural Equipment Operators	No formal educational credential	Moderate-term on-the-job training	None	1,610	1,920	19.3%	\$17.63	\$36,673

Data source: California Employment Development Department, 2018-2028 Local Employment Projections. (Notes: (1) Fastest growing occupations are ranked by projected percentage change growth between 2018 (base year) and 2028 (projected year); (2) Wages are from the 2020 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0; (3) Occupations with employment below 200 in 2018 are excluded)

The table above shows the projection of the top ten fastest growing occupations in Monterey County. Medical and health services managers are at the top of the list (41% estimated increase) with the highest median wage, followed by cooks (31%) despite their lowest median wage. The entry education level of the occupations on the list varies from no formal education to bachelor's degree; most of the occupations do not require work experience.

College Sites

Monterey Campus
980 Fremont Street
Monterey, CA 93940
(831) 646-4000

Public Safety Training Center in Seaside (PSTC)
2642 Colonel Durham Street
Seaside, CA 93955
(831) 646-4240

Marina Education Center (MEC)
289 12th Street
Marina, CA 93933
(831) 646-4850

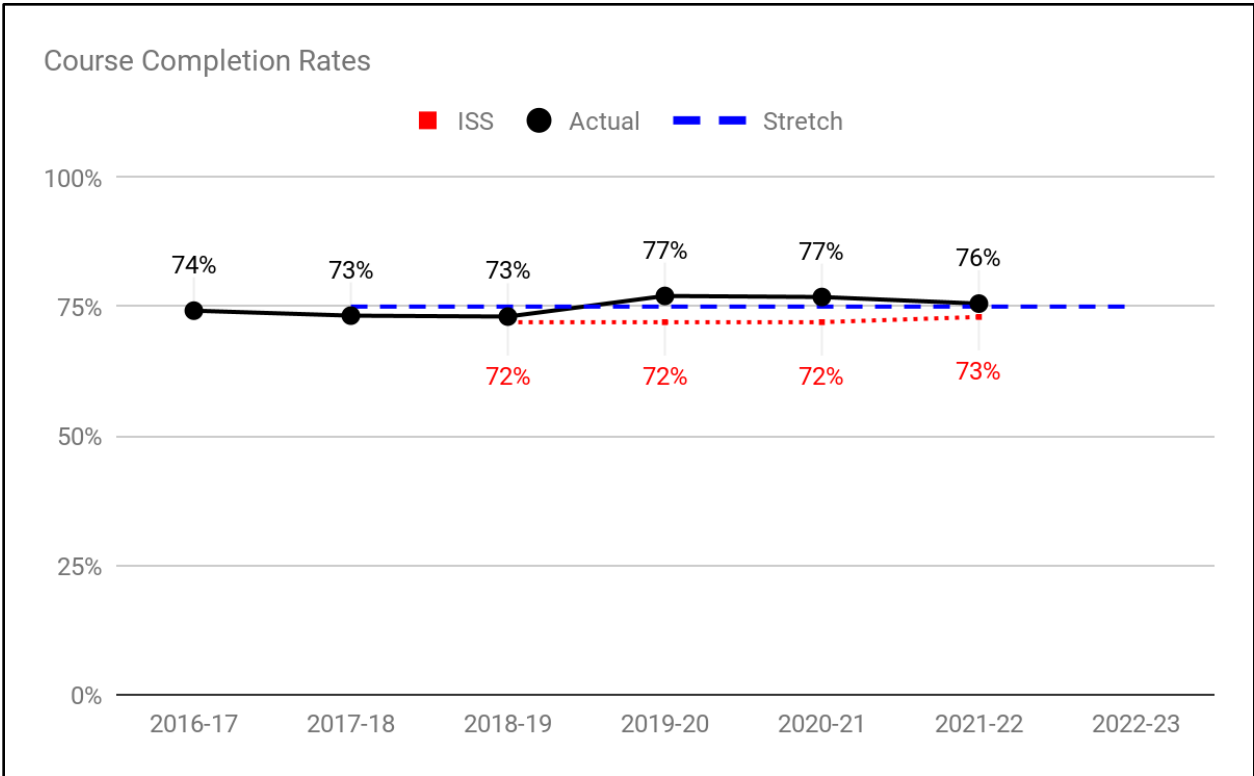
Specialized or Programmatic Accreditation

In addition to Monterey Peninsula College's accreditation, the following programs have specialized or program-specific accreditation:

MPC Program	Program-specific Accreditation
Automotive Technology	NATEF Master Automobile Service Technology
Dental Assisting	California State Board of Dental Examiners
Emergency Medical Technician	County of Monterey Health Department
Fire Academy	California State Fire Marshal
Law Enforcement Academy	Commission on Peace Officer Standards and Training (POST)
Massage Therapy	California Massage Therapy Council (CAMTC)
Medical Assisting	American Medical Technologists (AMT)
Nursing	California Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN)

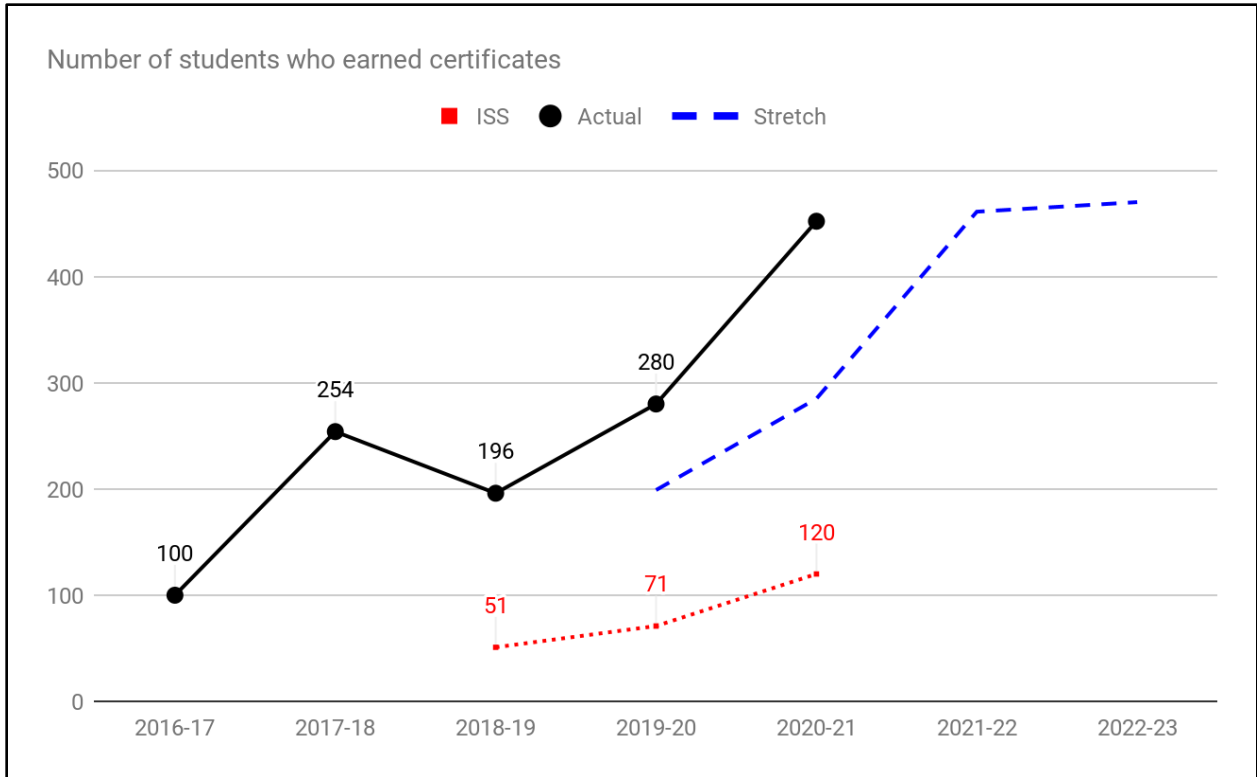
PART B - Presentation of Student Achievement Data and Institution-Set Standards

Monterey Peninsula College has been setting Institution-Set Standards (ISS) since the inception of this benchmark in the ACCJC Annual Reports. The College’s methodology for establishing Institution-Set Standards for student achievement is to use the 5-year mean minus the average standard deviation for the most recent five years. The College first set a stretch goal for course completion rates in 2017 through the California Community Colleges Chancellor’s Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI). In 2020, the College added stretch goals for the remaining student achievement metrics. These stretch goals were established for the years 2019-20 through 2022-23. To ensure alignment across all College-wide initiatives, stretch goals for certificates, degrees, and transfers are based on the methodology we adopted for the CCCCCO’s Vision for Success framework.



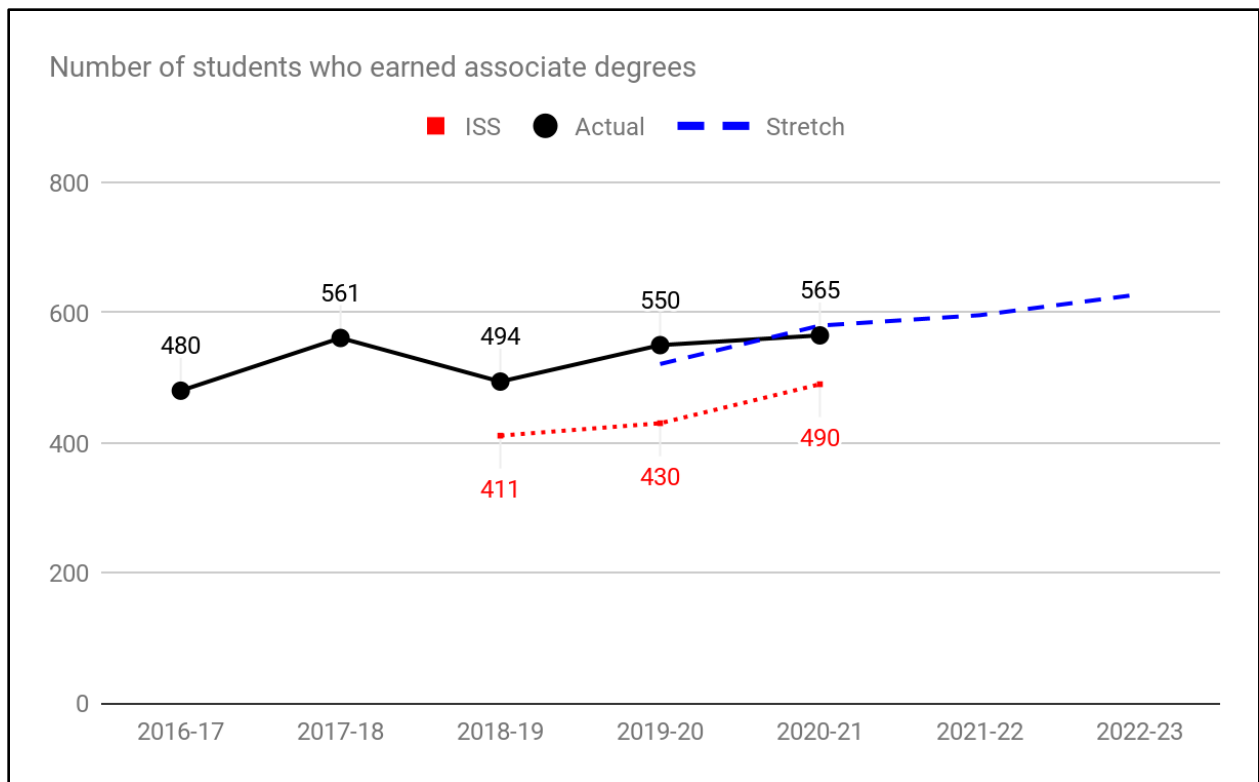
Data source: MPC MIS Referential Files.

The course completion rate is defined as the number of student completions with a grade of C or better in each course divided by the number of students enrolled in each course. Excused Withdrawal (EW) grades that were used during the pandemic are not included in the computation of course completion rates. This results in an artificial increase in course completion rates beginning in 2019-20.



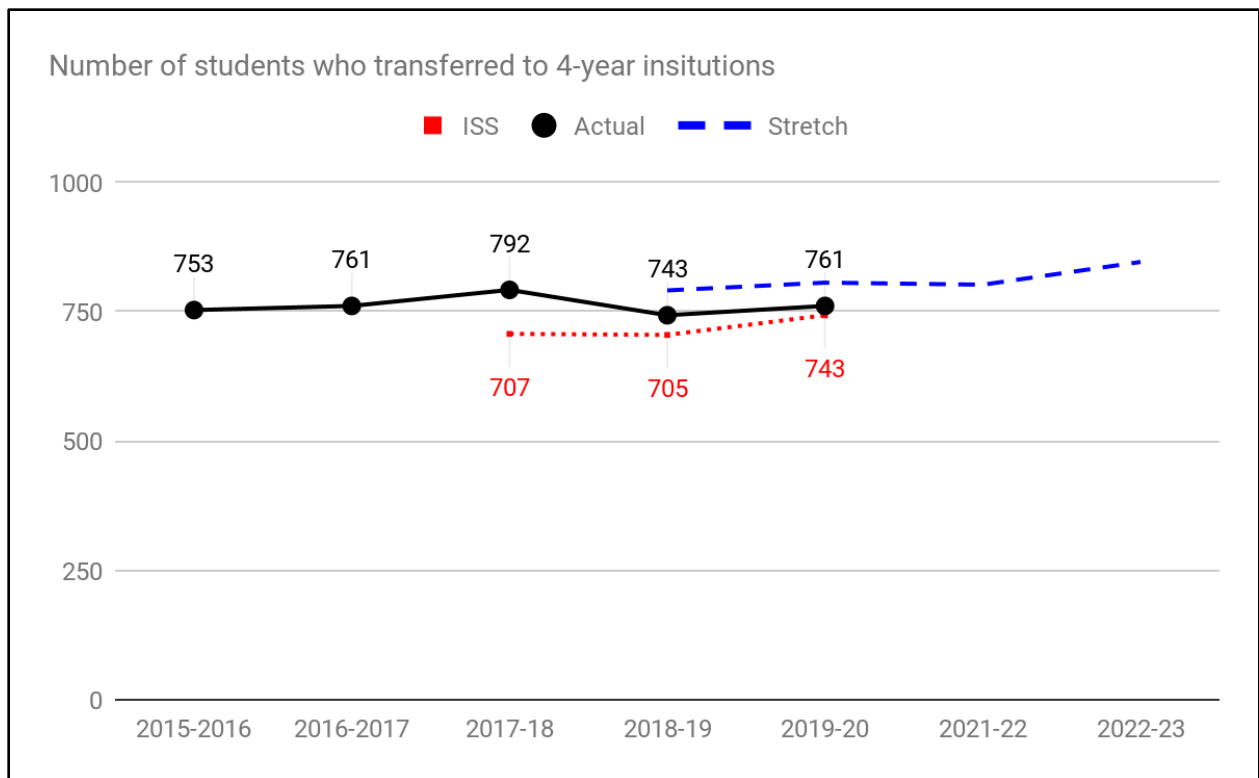
Source: California Community Colleges Student Success Dashboard

Certificate completion reported in the graph above reflects unduplicated headcount of students who earned state-approved certificates awarded with 16 or more units. For this metric, Monterey Peninsula College shifted from using the CCCCO Data Mart to the CCCCO Student Success Metrics dashboard. This shift allows the College to better align its work with statewide initiatives such as Guided Pathways and Student Equity Planning.



Source: California Community Colleges Student Success Dashboard

Associate Degree completion reported in the graph above reflects unduplicated headcount of students who earned any type of associate degree. For this metric, the College shifted from using the CCCCO Data Mart to the CCCCO Student Success Metrics dashboard. This shift allows the College to better align its work with statewide initiatives such as Guided Pathways and Student Equity Planning.



Source: California Community Colleges Student Success Dashboard

Transfer data above represent the number of students who transferred from MPC to a 4-year college or university. For this metric, the College shifted from using the CCCCO Data Mart to the CCCCO Student Success Metrics dashboard. This shift allows the College to better align its work with statewide initiatives such as Guided Pathways and Student Equity Planning.

Licensure Examination Pass Rates

Licensure Examination	Exam Type	Institution-Set Standard	Stretch Goal	2018-2019 Pass Rate	2019-2020 Pass Rate	2020-2021 Pass Rate
Nursing	National	93.78%	100.00%	100.00%	100.00%	93.55%
Dental Assisting	State	61.88%	70.00%	63.16%	85.00%	66.67%

Source: MPC 2022 Annual Report to ACCJC

Employment Rates for Career Education Students

Licensure Examination	Institution-Set Standard	Stretch Goal	2018-2019 Pass Rate	2019-2020 Pass Rate	2020-2021 Pass Rate
Business - Accounting (0502.00)	67.84%	91.80%	80.77%	68.42%	90.00%
Business - Business Admin. (0505.00)	62.46%	56.67%	73.61%	73.68%	55.56%
Computer Networking (0708.10)	57.99%	70.61%	72.73%	84.62%	69.23%
Automotive Technology (0948.00)	74.45%	75.55%	92.31%	94.74%	74.07%
Medical Assisting (1208.XX)	68.99%	65.58%	75.00%	78.57%	64.29%
Nursing (1230.10)	90.15%	90.67%	94.74%	91.67%	88.89%
Child Development	71.04%	75.39%	86.36%	100.00%	73.91%
Administration of Justice (2105.00)	87.30%	93.00%	87.50%	95.27%	91.18%
Police Academy (2105.50)	88.42%	100.00%	98.63%	92.86%	100.00%

Source: MPC 2022 Annual Report to ACCJC

The data for job placement rates are from Perkins V Core Indicator reports, available through the CCCCO. The College reports data only for those programs for which there were ten or more completers for five years in a row.

PART C - Organization of the Self-Evaluation Process

MPC's accreditation planning process began in the 2020-2021 academic year under the leadership of the Dean of Planning, Research, and Institutional Effectiveness (PRIE), who served as the College's Accreditation Liaison Officer (ALO). In May 2021, the Dean of PRIE invited ACCJC staff to provide training to the College's Board of Trustees on the topic of accreditation and Governing Board roles and responsibilities. The College's PRIE Committee was designated to serve as the standing College committee charged with assisting the ALO with the development of the Institutional Self-Evaluation Report (ISER).

Following the Dean of PRIE's retirement in June 2021, the Superintendent/President designated the Vice President of Academic Affairs (VPAA) as the College's new ALO. The VPAA attended the ACCJC ALO orientation in June 2021 and began to work with the Superintendent/President to establish a formal team structure for the development of the College's ISER. The structure consisted of Standards writing teams organized around the ACCJC Standards. The writing team for each of the Standards consists of a Standard lead to provide support and guidance; lead writer(s) for each of the subsections within the main Standard; and a group of "area experts," who can provide information or content support for the lead writers.

Recognizing the importance of engaging broad participation from College stakeholders, the Superintendent/President and ALO initiated a call for volunteers from across the College to serve as lead writers in the development of the first draft of the ISER. Volunteers were assigned to teams and individual Standards, and members of the President's Cabinet were assigned as leads to support the efforts of each writing team.

The Superintendent/President and ALO provided regular updates to College participatory governance committees and the Board of Trustees as well as to the public through open College forums during the fall 2021, spring 2022, and fall 2022 semesters leading up to the completion of the ISER. The College established a Standards crosswalk to identify individuals and College groups closely aligned with each Standard to help guide review by area experts and appropriate stakeholders.

ISER Development/Production Team

- Mark Zacovic, Ph.D., Interim Superintendent/President
- Shawn Anderson, Assistant to the President
- Alexis Bollin, Administrative Assistant (Academic Affairs)
- Kristin Darken, Director of Marketing
- Jeannie Kim-McPherson, English Faculty/Editor
- Jon Knolle, Ed.D., Vice President of Academic Affairs (VPAA)/ Accreditation Liaison Officer (ALO)
- Rosaleen Ryan, Ph.D., Dean of Planning, Research, and Institutional Effectiveness

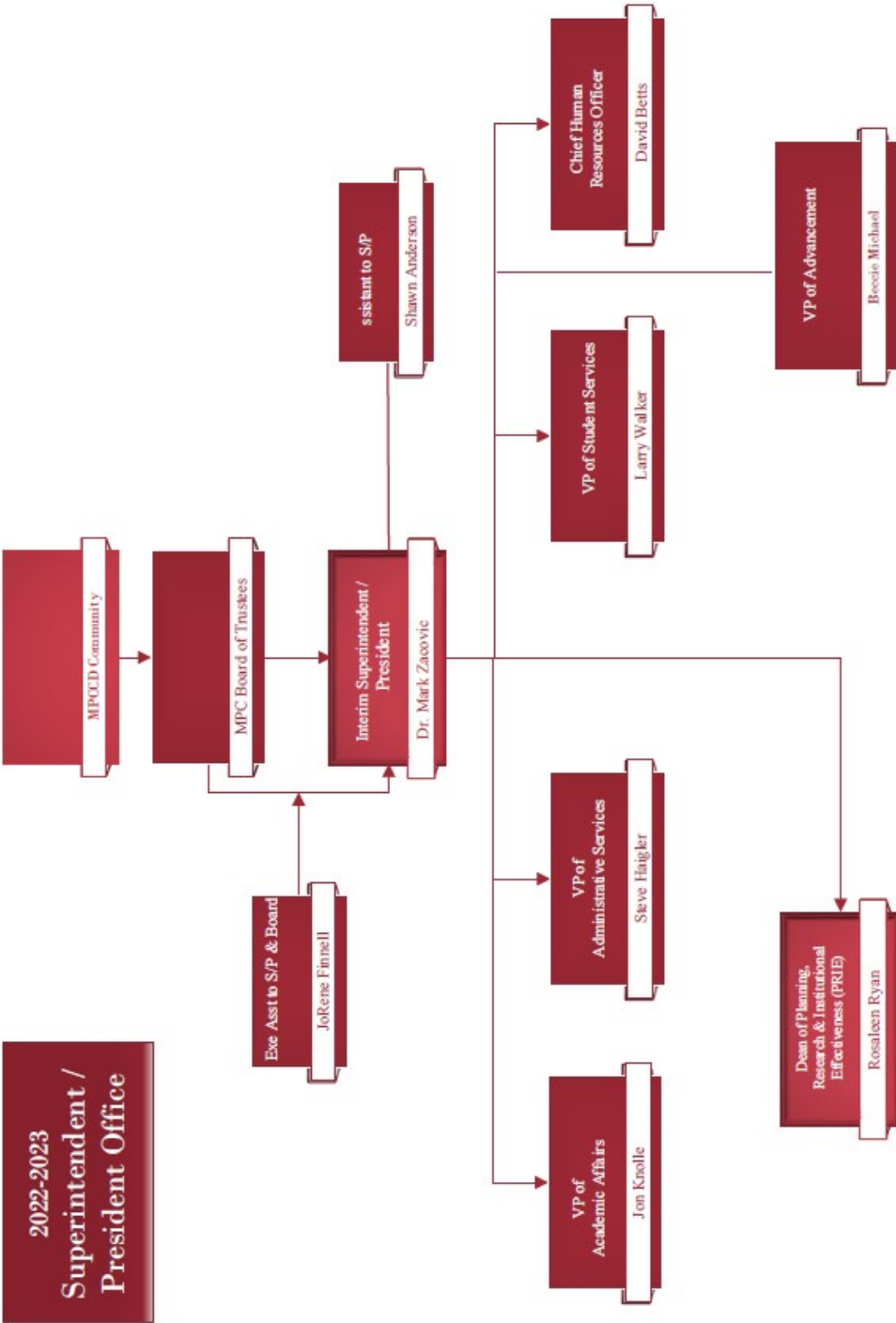
ISER Writing Teams

Standard	Writing Team
I.A	<ul style="list-style-type: none"> ● David Martin, Ed.D., former Superintendent/President (former Lead) ● Diana Baltazar, Administrative Assistant (Ready Set Transfer Program) ● Shawn Anderson, Assistant to the President
I.B	<ul style="list-style-type: none"> ● Rosaleen Ryan, Ph.D., Dean of PRIE (Lead) ● Heather Craig, Ph.D., Anatomy/Biology Faculty ● Keith Eubanks, SLO Coordinator/English Faculty ● Adria Gerard, Academic Senate President/English Faculty ● Vanessa Lord, Nutrition Faculty ● Lindsay Peelman, Ed.D., Business/Work Experience Faculty
I.C	<ul style="list-style-type: none"> ● Jon Knolle, Ed.D., Vice President of Academic Affairs (VPAA) (Lead) ● Diana Baltazar, Administrative Assistant (Ready Set Transfer Program) ● Keith Eubanks, SLO Coordinator/English Faculty ● Adria Gerard, Academic Senate President/English Faculty ● Vanessa Lord, Nutrition Faculty ● Gamble Madsen, Ph.D., Curriculum Advisory Committee Chair/Art History Faculty ● Erik McDonald, Academic Affairs CTE Curriculum Coordinator ● Lindsay Peelman, Ed.D., Business/Work Experience Faculty ● Jennifer Taylor, Administrative Assistant (Library, Learning Resources, and Online Education) ● Juanita Vasquez, Categorical Services Coordinator
II.A	<ul style="list-style-type: none"> ● Jon Knolle, Ed.D, Vice President of Academic Affairs (VPAA) (Lead) ● Diane Boynton, Dean of Instruction - Liberal Arts ● Judy Cutting, Dean of Instruction - Career Education & Public Safety ● Heather Craig, Ph.D., Anatomy/Biology Faculty ● Keith Eubanks, SLO Coordinator/English Faculty ● Adria Gerard, Academic Senate President/English Faculty ● Vanessa Lord, Nutrition Faculty ● Gamble Madsen, Ph.D., Curriculum Advisory Committee Chair/Art History Faculty ● Rushia Turner, Ph.D., Chemistry Faculty ● Vincent van Joolen, Ph.D., Dean of Instruction - STEM
II.B	<ul style="list-style-type: none"> ● Jeff Sundquist, Dean of Instruction - Library, Learning Resources, and Online Education (Lead) ● Elisabeth Thomas, Access and Public Services Librarian ● Rowan Austin, Administrative Assistant (PRIE Office)
II.C	<ul style="list-style-type: none"> ● Larry Walker, Vice President of Student Services (VPSS) (Lead) ● Wendy Bates, Dean of Student Services - Athletics ● LaKisha Bradley, Dean of Student Services - Marina ● Nicole Dunne, Ed.D., Director of Admissions & Records

	<ul style="list-style-type: none"> ● Diego Espinoza, former Director, Hispanic Serving Institutions ● Kelly Fletes, Ed.D., Dean of Student Services - Monterey ● Jennyfer Gutierrez, Administrative Assistant (VPSS Office) ● Eric Ogata, EOPS Counselor/Coordinator ● Julie Osborne, Student Activities Coordinator ● Jeff Procive, Director, Early Childhood Education Center ● Juanita Vasquez, Categorical Services Coordinator
III.A	<ul style="list-style-type: none"> ● David Betts, Vice President of Human Resources (VPHR)/Chief Human Resources Officer (CHRO) (Lead) ● Lauren Blanchard, Professional Development Coordinator/Political Science Faculty ● Adria Gerard, Academic Senate President/English Faculty ● Heather Craig, Ph.D., Anatomy/Biology Faculty ● Rushia Turner, Ph.D., Chemistry Faculty
III.B	<ul style="list-style-type: none"> ● Steve Haigler, Vice President of Administrative Services (VPAS) (Lead) ● Suzanne Ammons, Administrative Assistant (VPAS) ● David Martin, Ed.D., former Superintendent/President
III.C	<ul style="list-style-type: none"> ● Mike Midkiff, Director of Information Services (Lead) ● Steve Haigler, Vice President of Administrative Services (VPAS) ● Jon Knolle, Ed.D., Vice President of Academic Affairs (VPAA) ● David Martin, Ed.D., former Superintendent/President ● Erik McDonald, Academic Affairs CTE Curriculum Coordinator ● Jeff Sundquist, Dean of Instruction - Library, Learning Resources, and Online Education
III.D	<ul style="list-style-type: none"> ● Steve Haigler, Vice President of Administrative Services (VPAS) ● Kevin Haskin, Purchasing Coordinator ● Jeannie Kim-McPherson, English Faculty ● Rebecca Michael, Vice President of Advancement (VPAD) ● Jon Knolle, Ed.D., Vice President of Academic Affairs (VPAA)
IV.A	<ul style="list-style-type: none"> ● David Martin, Ed.D., former Superintendent/President (former Lead) ● Jeannie Kim-McPherson, English Faculty
IV.B	<ul style="list-style-type: none"> ● Mark Zacovic, Ph.D., Interim Superintendent/President (Lead) ● David Martin, Ed.D., former Superintendent/President (former Lead) ● Shawn Anderson, Assistant to the President ● Eric Maximoff, Facilities Specialist ● Jon Knolle, Ed.D., Vice President of Academic Affairs (VPAA)
IV.C	<ul style="list-style-type: none"> ● Shawn Anderson, Assistant to the President (Lead) ● Lindsay Peelman, Ed.D., Business/Work Experience Faculty ● Jennifer Taylor, Administrative Assistant (Library, Learning Resources, and Online Education)

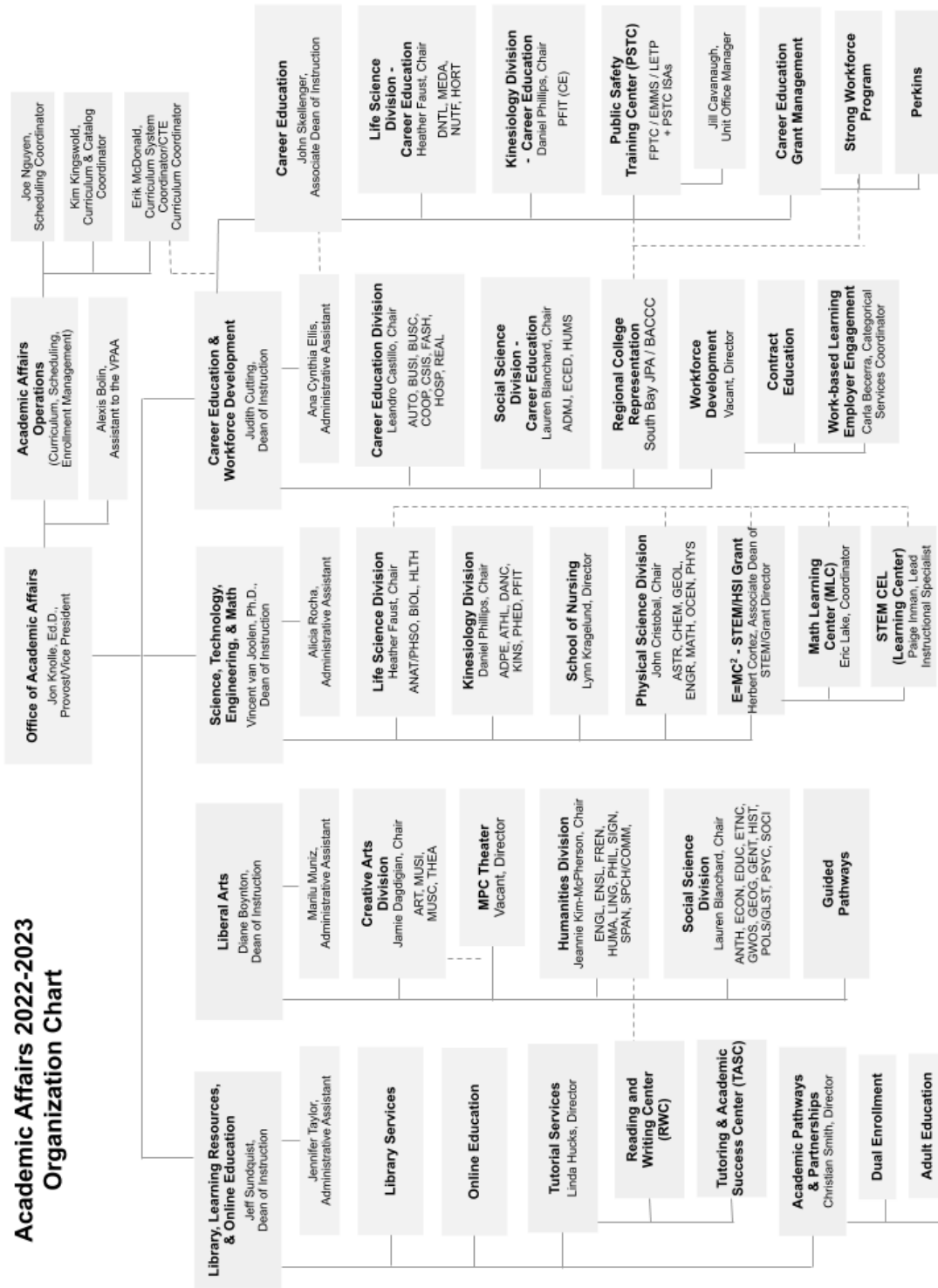
PART D - Organizational Information

Superintendent/President's Organization Chart



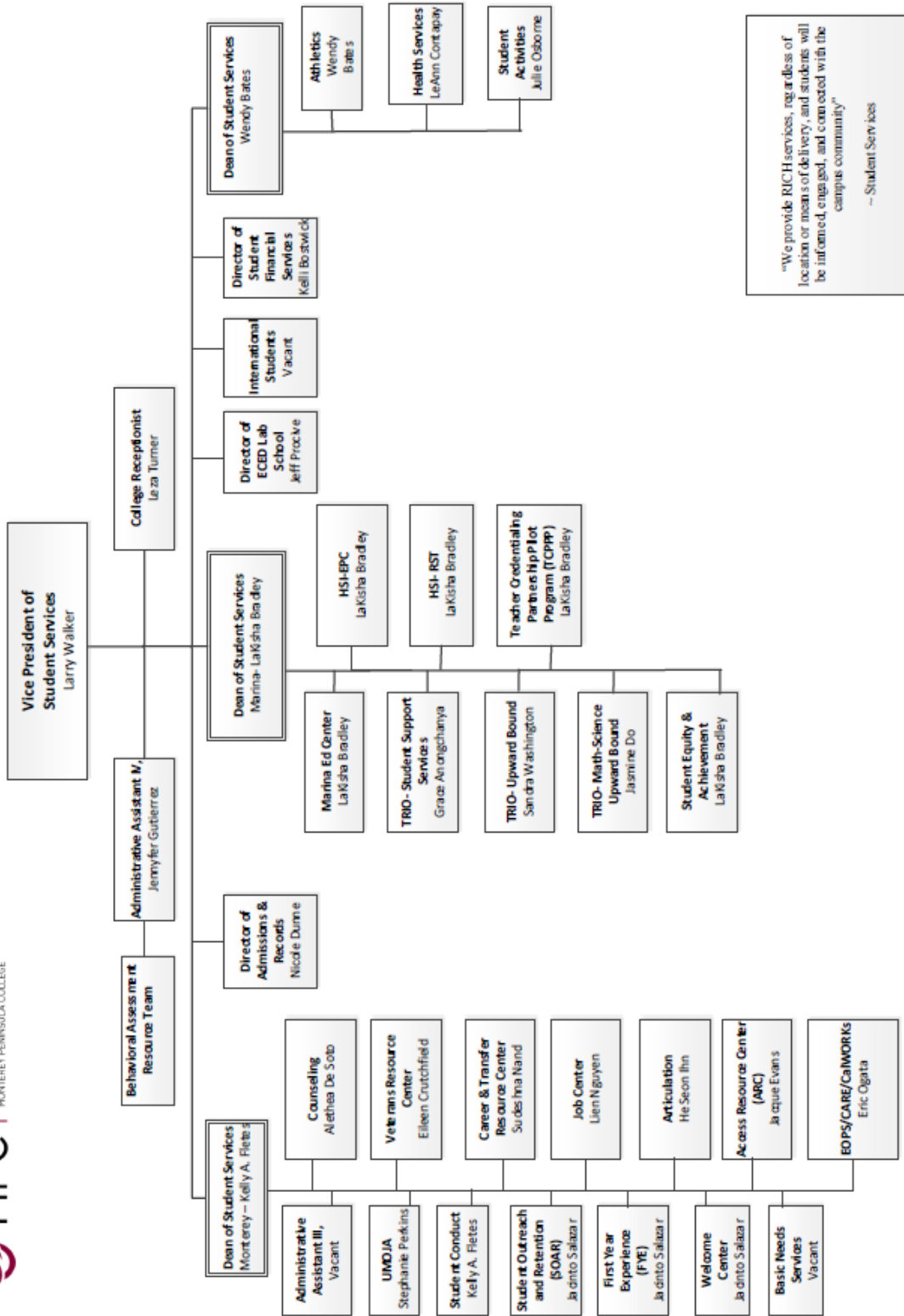
Updated 1/18/22

Academic Affairs Organization Chart



Student Services

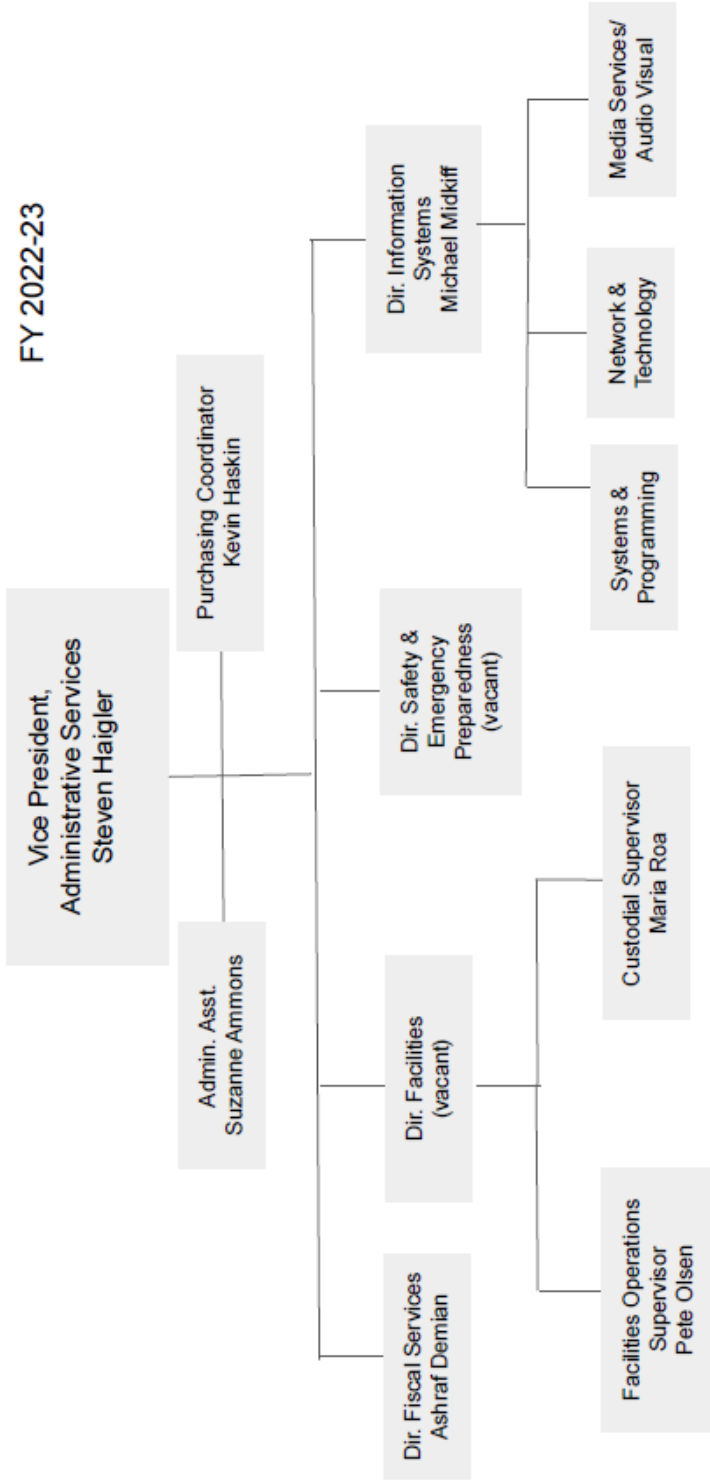
FY 2022-2023



"We provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community"
~ Student Services

Administrative Services

FY 2022-23



PART E - Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Monterey Peninsula College is authorized to operate as a post-secondary educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), and the U.S. Department of Education. Monterey Peninsula College first received accreditation in 1952 from ACCJC and was most recently reaffirmed in 2016.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

MPC enrolls approximately 11,000 students per semester. Students may choose from over 183 academic programs resulting in Associate Degrees, Associate Degrees for Transfer, or Certificates. In the 2021-2022 academic year, the College conferred 397 Associate Degrees, 312 Associate Degrees for Transfer, and 485 Certificates of Achievement.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

MPC currently offers 55 Associate Degrees (AA or AS), 32 Associate Degrees for Transfer (ADTs), and 2 Associate in Science for UC Transfer (UCTP) degrees. All associate degree programs require a minimum of 60 units of coursework. The MPC College Catalog describes each of the College's degree programs and its requirements. 43% of MPC students indicate on their application that their primary goal is to obtain a degree and/or to transfer to a four-year institution.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Monterey Peninsula College has a Chief Executive Officer (CEO) appointed by its Governing Board to serve as the full-time Superintendent/President of the College. The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The College most recently demonstrated its continued compliance with the requirement to inform the Commission immediately when there is a change in its CEO when the Governing Board appointed its most recent Interim Superintendent/President.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

MPC annually undergoes and makes available external audit findings as required by the Commission and other agencies. EideBailley, a CPA and consulting firm, conducted the College's most recent annual external audit. MPC invites representatives from the external auditing firm to present the annual audit report to the Governing Board each year. Findings identified in the audit report, if any, are addressed in a timely manner. The College audit reports have historically included unmodified opinions on its Financial Statements and Federal and State Awards. Management is accountable and, therefore, addresses necessary corrective actions in a timely manner.

PART F - Certification of Continued Institutional Compliance with Commission Policies

Monterey Peninsula College certifies that it continues to be in compliance with the federal regulations noted below as well as Commission Policies on Rights and Responsibilities of the Commission and Member Institutions, Institutional Degrees and Credits, Transfer of Credit, Distance Education, Correspondence Education, Representation of Accredited Status, Student and Public Complaints Against Institutions, Institution Advertising, Student Recruitment, Representation of Accredited Status, Contractual Relationships with Non-Regionally Accredited Organizations, and Institutional Compliance with Title IV.

Public Notification of Evaluation Team Visit/Third Party Comment

Regulation citation: 602.23(b).

MPC has announced the fall 2023 evaluation team visit to College stakeholders and the public through College forums and notifications posted on the College website. Third party comment has been solicited by way of announcements from the MPC's Superintendent/President and the Accreditation Liaison Officer (ALO) and through the College website. Individuals seeking to make third party comments have been directed to the ACCJC Third Party Comments web page through a link on the College's accreditation website.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

MPC has been setting Institution-Set Standards since the inception of this benchmark in the ACCJC Annual Reports. The College has established Institution-Set Standards in multiple areas, including course completion rates, certificate completion rates, associate degree (AA/AS) completion rates, transfer rates, licensure examination pass rates, and employment rates for Career Education students. The College regularly assesses performance on these Standards and presents data regarding student achievement to College stakeholders, including the Board of Trustees ([I.B.1-02](#)). [See [Part B](#) and Standard [I.B](#) for detailed narrative and evidence regarding standards and performance with respect to student achievement.]

Credits, Program Length, and Tuition

Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e),(f); 668.2; 668.9.

As described in Standards II.A.5 and II.A.9, MPC follows all requirements of Title 5 of California Code of Regulations and the Chancellor's Office Program and Course Approval Handbook regarding its curriculum. The College has established and follows policies that define course ([I.C.1-11](#)) and program approval ([I.A.3-01](#)) as well as credit hour calculations ([II.A.9-06](#)) to meet the requirements. The College accurately informs current and prospective students regarding

the total cost of education, such as tuition and fees, through various methods including the College Catalog ([I.C.6-02](#)), the College website ([I.C.6-04](#)), Schedule of Classes ([I.C.6-03](#)), and Board Policies ([I.C.6-01](#)). [See Standards [II.A.5](#) and [II.A.9](#), and [II.A.12](#) for detailed narrative and evidence regarding credits, program length, and tuition and Standard [I.C.6](#) for detailed narrative and evidence about tuition and cost of attendance.]

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

MPC provides students with clearly stated transfer-of-credit policies and guidelines through the College Catalog ([II.A.10-01](#)); through the Career and Transfer Resource Center ([II.A.10-03](#)); and on the College website ([II.A.10-04](#)). The College Catalog provides students with guidance on transfer to the California State University (CSU) system; University of California (UC) system; out-of-state colleges and universities; and private universities ([II.A.10-09](#)). The Catalog also includes criteria for awarding credit for prior learning consistent with the College's Board Policy on Credit for Prior Learning ([II.A.8-05](#)). The College's Career and Transfer Resource Center provides students with support and resources related to transfer preparation, applying to a 4-year college or university, and other related topics. [See Standard [II.A.10](#) for detailed narrative and evidence regarding transfer policies, resources, and support.]

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

MPC's Online Education Committee (OEC) and Curriculum Advisory Committee (CAC) both play key roles in ensuring that the College's Distance Education courses follow Commission policy and requirements established by the California Community College Chancellor's Office. Administrative Procedure 4105 ([II.A.7-03](#)) defines expectations for MPC's distance education and online instruction. The procedure establishes that the review and approval of new and existing distance education courses shall follow the curriculum approval procedures of all other courses and that courses that are delivered through online or hybrid modes are required to meet the same standards of content and learning outcomes as those delivered face-to-face. In order to secure approval to offer courses online or through a hybrid mode of instruction, the College's curriculum system requires faculty to identify the methods of regular and effective contact along with intended frequency and purpose ([II.A.7-04](#)). All online course proposals are reviewed by the College's Online Education Coordinator and Curriculum Advisory Committee before approval ([I.C.1-11](#)). The College provides library, learning support, and student services online as well as in person. [See Standards [I.C.8](#), [II.A.2](#), [II.A.7](#), and [III.C.1](#) for detailed narrative and evidence regarding online education, policies, and resources. See Standards [II.B.1](#), [II.B.2](#), and [II.C.1](#) for detailed narrative and evidence regarding library, learning resources, and student services provided online.]

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

MPC has a well-documented student complaint process that is published on its website ([I.C.7-06](#)) and in its College Catalog ([I.C.7-05](#)). The College maintains a log of student complaints in the Vice President of Student Services (VPSS) Office. The VPSS reviews student complaints and would provide appropriate follow-up if a complaint were to indicate that the College is out of compliance with ACCJC or other requirements. A log of complaints since the College's last accreditation cycle is available for review upon request. The College posts information about its accreditation with ACCJC and external agencies, along with contact information for filing complaints with each entity, on its website ([I.C.1-17](#)). *[See Standard [I.C](#) for detailed narrative and evidence regarding integrity of institutional information, including accreditation.]*

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

As stated in Standard I.C.1, Monterey Peninsula College provides information related to its mission statement, learning outcomes, educational programs, and student support services through multiple sources including the College Catalog ([I.C.1-01](#)) and the College website ([I.A.4-01](#), [I.C.1-06](#), [I.C.1-07](#)). MPC complies with ACCJC requirements for public disclosure by providing an accreditation webpage ([I.C.1-17](#)), available within one click from the College website home page, that provides up-to-date information on accreditation status; communication from ACCJC; and accreditation-related documents such as follow-up reports, substantive change proposals, status reports, and midterm reports ([I.C.12-04](#)). *[See Standards [I.C.1](#), [I.C.2](#), and [I.C.12](#) for detailed narrative and evidence regarding institutional integrity and advertising and recruitment materials.]*

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

As stated in Standard III.D.15, MPC monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The College's annual financial audit includes a review of financial aid awards and grants. Since its last comprehensive accreditation review, the College audit reports have historically included unmodified opinions on its Financial Statements and Federal and State Awards ([III.D.6-02](#), [III.D.6-03](#), [III.D.6-04](#), [III.D.6-05](#)). Management is accountable and, therefore, addresses necessary corrective actions in a timely manner. Audit reports are communicated through annual reports by the external auditors presented to the College's Governing Board ([III.D.5-06](#)) and posted on the College website for public access to ensure transparency ([III.D.1-13](#)). *[See Standards [III.D.7](#) and [II.D.15](#) for detailed narrative and evidence regarding institutional integrity and advertising and recruitment materials.]*

PART G - Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and Governing Board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

STANDARD I.A.1 *The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Evidence of Meeting the Standard

Monterey Peninsula College Board Policy 1200 ([I.A.1-01](#)), which was last revised and adopted on June 23, 2021, states the College’s mission:

Monterey Peninsula College is actively committed to student access and success and to fostering an equitable, inclusive, respectful, and supportive community by providing excellent academic programs and student services that respond to the needs of our richly diverse region. The College welcomes all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education.

The mission statement is also explicitly stated in the college’s Educational Master Plan (EMP) ([I.A.1-02](#)) as it informs the College’s goals and priorities.

Broad Educational Purpose

MPC’s mission statement describes its broad educational purpose, to support students’ attainment of their educational goals—including enriching their lives, advancing their careers, completing certificates, earning associate degrees, and transferring to four-year institutions.

Intended Student Population

The College’s mission statement describes its intended student population as any student seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions. These goals may be completed through a variety of coursework at the college, pre-collegiate, and/or noncredit level. As a California Community College, MPC is an open access institution and serves every student who applies for admission.

Degrees Offered by the College

MPC's mission statement describes the types of degrees and other credentials offered by the College, including certificates and Associate degrees. The College offers credit and non-credit certificates and Associate degrees that provide pathways to career and/or transfer.

Commitment to Student Learning, Achievement, and Equity

Furthermore, MPC's mission statement speaks to its commitment to "foster an equitable, inclusive, respectful, and supportive community" where students can achieve their academic goals.

Analysis and Evaluation

The College meets the Standard. MPC's mission statement addresses the College's broad educational purpose, describes its intended population, and describes the types of degrees and credentials offered. The College mission statement communicates the College's commitment to student learning, student achievement, and equity.

STANDARD I.A.2 *The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

Monterey Peninsula College uses a wide variety of relevant data to determine how effectively it is accomplishing its mission through institution-level planning in the EMP ([I.A.1-02](#)) and through program-level planning in Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Updates ([I.A.2-02](#)). In addition, the College engages in regular reviews of Institution-Set Standards (ISS) and Stretch Goals ([I.A.2-03](#)), which directly relate to the educational purposes stated in the College's mission.

Educational Master Plan (EMP): In order to develop substantive and relevant EMP goals, the College conducted both internal and external scans as well as a review of qualitative data from the College and local communities. These data reviews and discussions helped identify existing and emerging education needs as well as the College's ability to meet these needs ([I.A.2-04](#)) and ultimately informed the College's EMP's four institutional goals, each of which includes a set of measurable strategic initiatives linked to the College's mission ([I.A.2-05](#)). As the College evaluates progress towards each strategic initiative, and by extension towards each goal, it evaluates progress toward the institutional mission. For example, the College examines the number of transfers to 4-year institutions, which is directly connected to the mission, as one indicator of progress towards the EMP goals ([I.A.2-06](#)).

Program Review: The College also evaluates accomplishment of mission through the Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes. Comprehensive Program Review, the mechanism for planning at the program level, relies on the examination of institutional data dashboards, which contain success and retention

data as well as other relevant data, including counts of degrees and certificates awarded. These data allow individual programs to assess how effectively they are accomplishing the College's mission. Data analysis in Comprehensive Program Reviews is used to direct institutional priorities. Specifically, Annual Program Review Update Action Plans, developed as part of the Program Review process, are used by the College to inform resource allocation.

Institution-Set Standards (ISS) and Stretch Goals: The College sets baseline ISS as well as Stretch Goals for indicators directly related to the mission, such as number of degrees and certificates awarded and number of transfers. The College regularly reviews these data and discusses them at committee meetings ([I.A.2-03](#)).

Analysis and Evaluation

The College meets the Standard. MPC regularly uses a wide range of data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

STANDARD I.A.3 *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

Programs and Services Align with Mission

Monterey Peninsula College's programs and services are aligned with its mission. The College's program and services range from those that allow students to develop personally and professionally to those that enable students to earn certificates or degrees to programs that articulate with four-year institutions. All programs align with one of these areas, which are all identified in the College's mission statement.

Several College processes ensure that programs and services are aligned with the mission. For example, the MPC's curriculum process ensures that programs that are created or revised include alignment with mission. Administrative Procedure 4023 outlines the process for developing and revising academic programs at the College, which include determining how a given program fits with the College's mission, EMP, and program inventory ([I.A.3-01](#)). The proposal for new or revised programs requires faculty to address alignment with mission, and individuals involved in various stages of the proposal process review and verify that alignment. Similarly, as part of the College's faculty position prioritization process, area leads describe how a proposed faculty position supports MPC's mission, and the scoring rubric used to prioritize requested faculty positions rates the degree to which a position supports the College mission ([I.A.3-02](#)).

Finally, the College's Program Review process asks areas to explicitly address how the program or department "aligns with the institutional mission and plans"; areas address this question during Comprehensive Program Review ([I.A.3-03](#)), conducted every six years.

Mission Guides Institutional Decision Making, Planning, and Resource Allocation

MPC ensures that its programs and services align with its mission through its integrated planning processes. The introduction to the College's Integrated Planning Handbook (IPH) notes, on page two, that one of its purposes is to set "expectations for how institutional plans support the accomplishment of the College mission" ([I.A.3-04](#)).

At the program level, the mission informs decision-making and planning through Comprehensive Program Review ([I.A.2-01](#)). For example, the English department wrote in its most recent Comprehensive Program Review, "In response to AB 705, any student coming to MPC can now take college-level English courses regardless of skill level. The department made a firm commitment to maintaining our high-quality instruction for English 1A and English 1A/101A. Several full-time instructors regularly teach English 1A/101A alongside some of our most experienced part-time instructors. This commitment reaffirms the college's mission of being an open-access institution that fosters student learning and achievement within its diverse community" ([I.A.3-05](#)).

At the program level, MPC's mission statement guides resource allocation through Annual Program Review Update Action Plans ([I.A.3-06](#)). For example, the College mission statement speaks to welcoming "all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education." The Anatomy/Physiology department's 2020-2021 Annual Program Review Action Plan ([I.A.3-07](#)) noted that most MPC students are pursuing very specific academic goals: 66% of Anatomy and Physiology students are pursuing degree/certificate goals and 19% have short term career goals. Students and faculty have expressed an interest in hybrid and/or online offerings moving forward; however, Program Review identified the need to assess student outcomes and ensure that the department continues to prioritize and cultivate excellent hands-on lab curriculum and robust active-learning lecture offerings. The Program Review indicated that expanding lab sections involves more wear and tear on models and specimens, which leads to the need for more instructional supplies.

Mission Informs Institutional Goals for Student Learning and Achievement

MPC's mission guides institutional goal setting for student learning and achievement. The College's EMP ([I.A.1-02](#)) includes four institutional goals, three of which speak directly to student learning and achievement: 1. Excellent Education, 2. Completion Culture, and 3. Innovative Environment. As stated in its mission, MPC "welcomes all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education." The College has established and regularly reviews ISS and Stretch Goals regarding course completion rates as well as certificates, degrees, transfer rates, licensure, and job placement.

Analysis and Evaluation

The College meets the Standard. MPC ensures that its programs and services are aligned with mission through the Program Review process. The College's mission guides institutional

decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

STANDARD I.A.4 *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

Evidence of Meeting the Standard

Publication of the Mission Statement

Monterey Peninsula College's mission statement ([I.A.1-01](#)) is articulated widely through publication and posting in numerous online and publicly accessible places, including the official College website ([I.A.4-01](#)), the College Catalog ([I.A.4-02](#)), physical locations on campus ([I.A.4-03](#)), and official planning documents, such as the College's EMP ([I.A.1-02](#)).

Review of Mission Statement

MPC's mission statement is periodically reviewed and approved through the process described in the College's IPH ([I.A.3-04](#)). The President's Advisory Group (PAG) is responsible for initiating a review of the College mission every six years ([I.A.4-04](#)). The Superintendent/President initiates the review process by appointing a Mission Review Task Force ([I.A.4-05](#)) that reviews relevant ACCJC Standards and Eligibility Requirements related to the mission ([I.A.4-06](#)), solicits input from College stakeholders ([I.A.4-07](#)), and develops a recommendation to the Superintendent/President that the mission be reaffirmed or revised. The Superintendent/President solicits input from PAG and ultimately presents the final recommendation to the Board of Trustees for its consideration and approval ([I.A.4-08](#)). The process last occurred in 2020-2021 and the Governing Board of Trustees subsequently approved the revised mission statement on June 23, 2021.

Analysis and Evaluation

The College meets the Standard. MPC's mission is periodically reviewed and updated as necessary, approved by the Governing Board, and widely published.

Conclusions on Standard I.A. Mission

Monterey Peninsula College's mission statement, which is approved by the Governing Board and published widely, reflects the College's commitment to student access and success and responding to the needs of the District's richly diverse community. The mission guides institutional planning and resource allocation processes to ensure the College is focused on priorities related to meeting student needs, and the College ensures that programs and services align with MPC's mission through the Program Review process. Data review, analysis, and discussion not only inform institutional processes and planning in support of the mission but also help to determine how effectively the College is accomplishing its mission.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.A.1-01	Board Policy 1200 - District Mission
I.A.1-02	2020-2025 MPC Educational Master Plan
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
I.A.2-03	Student Achievement Metrics, Institutional-Set Standards, and Stretch Goals - Academic Senate Presentation - April 2020
I.A.2-04	2020-2025 MPC Education Master Plan, Findings & Trends (pp. 20-25)
I.A.2-05	2020-2025 MPC Education Master Plan, Goals & Initiatives (pp. 26-33)
I.A.2-06	2020-2025 MPC Education Master Plan Progress Report, September 2022
I.A.3-01	Administrative Procedure 4023 - Academic Program Development and Approval
I.A.3-02	2022-2023 Faculty Position Request Form
I.A.3-03	2021-2022 Academic Affairs Comprehensive Program Review Template, Step 2 - Alignment with Mission
I.A.3-04	Monterey Peninsula College Integrated Planning Handbook - Updated Summer 2018
I.A.3-05	2020-2021 English Department Comprehensive Program Review
I.A.3-06	Annual Program Review Action Plan Template - Spring 2022
I.A.3-07	2020-2021 Anatomy-Physiology Department Annual Program Review Action Plan
I.A.4-01	MPC Website, Mission and Goals
I.A.4-02	2021-2022 Monterey Peninsula College Catalog, Mission and Goals (pp. 8-9)
I.A.4-03	Campus Photos - Mission Statement Signage
I.A.4-04	2021-2022 Resource Guide to Institutional Decision Making at MPC
I.A.4-05	Mission Review Process and Calendar
I.A.4-06	Mission Review Committee Agenda - February 2021
I.A.4-07	MPC Mission Survey 2021
I.A.4-08	Board Agenda Item, Adoption of Mission Statement - June 2021

I.B. Assuring Academic Quality and Institutional Effectiveness

STANDARD I.B.1 *The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard

Monterey Peninsula College regularly engages in sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These topics are a core part of conversations throughout the institution, from individual departments and divisions, to governance and operational committees, to the Board of Trustees.

The College's Comprehensive Program Review ([I.A.2-01](#)), Annual Program Review Update ([I.A.2-02](#)), and Annual Program Review Action Plan processes ([I.A.3-06](#)) all require dialogue, reflection, assessment, and planning related to each of the areas listed in the Standard and help ensure that conversations about outcomes, equity, academic quality, institutional effectiveness, and continuous improvement take place systematically at every level of the institution. For example, the first step of the Program Review process requires program leads to engage their department faculty in broad-based review of student achievement and course assessment data ([I.B.1-01](#)). The results of this analysis help inform recommendations for improvement, including documenting resource needs through area Annual Program Review Update Action Plans, which are then used to support the College's resource allocation process, one mechanism the College utilizes to prioritize resources that support continuous improvement.

MPC's Planning, Research, and Institutional Effectiveness (PRIE) Office, led by the Dean of PRIE, provides leadership and support for program review, research inquiries, and all institutional planning activities. The PRIE Office team regularly reports on topics such as student success and achievement, Institution-Set Standards and Stretch Goals, Program Review processes, and equity data at College operational committee, participatory governance, and Governing Board meetings throughout the year ([I.B.1-02](#)). The regularity of these presentations demonstrates sustained dialogue on the topics related to the Standard.

The College's Guided Pathways (GP) implementation efforts also exemplify how MPC ensures College-wide dialogue regarding outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. For example, the College established a cross-functional work team focused on instructional practices ([I.B.1-03](#)) to review institutional data, engage in broad research, and develop recommendations to meet specific GP Essential Practices and their associated equity considerations. The work team, a collaboration between Academic Senate and GP, engaged the College in dialogue through division and department meetings, operational committees, and participatory governance groups, which ultimately led to approval of the team's recommendations ([I.B.1-04](#)) and the implementation of

a new College-wide professional development program, the Teaching and Learning Committee (T&LC), and an English/Math Student Ready Program (SRP) pilot. Each of these initiatives encourages regular data review and analysis as a means of continuously improving student learning and achievement metrics ([I.B.1-05](#), [I.B.1-06](#)).

Resulting from the GP College and Career Guidance (CCG) Work Team recommendations ([I.B.1-07](#)), during the 2021-2022 year, the Dean of PRIE developed and piloted a Data Coaching Academy ([I.B.1-08](#)), which introduced a cohort group of faculty to a series of data resources, best practices, and reports related to student learning and achievement. Throughout the academy, participants learned how to collect, disaggregate, and present data through an equity lens and how to engage stakeholders while examining individual implicit and explicit biases, institutional beliefs, and behaviors that may contribute to inequitable outcomes. By the end of the academy, faculty learned to analyze and interpret equity data to improve student success; demonstrate how to find, collect, disaggregate, and analyze data from a variety of sources; demonstrate how to effectively present data; and facilitate challenging and sensitive dialogue about these equity gaps. Faculty who complete the Data Coaching Academy serve as MPC Data Coaches for the College's new Career and Academic Pathways (CAP) Completion Teams, where they help facilitate ongoing conversations about student learning, achievement, and equity and help to ensure targeted and relevant action by all CAP Completion Teams.

Analysis and Evaluation

The College meets the Standard. MPC regularly engages in sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialogue is a core part of the College's Program Review process and is reinforced through regular campus-wide presentations, conversations, and discussions as well as through existing and new groups that are part of the College's committee and participatory governance structure.

STANDARD I.B.2 *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Evidence of Meeting the Standard

Defining Instructional Program Outcomes

Monterey Peninsula College defines student learning outcomes (SLOs) for all instructional programs through the College's well-established curriculum review and approval process ([I.A.3-01](#)). Faculty use, CourseLeaf, the College's online curriculum management system when submitting all curricular changes, including proposing new or revising existing programs of study. The College recently adopted CourseLeaf, and, in setting up the new system, the curriculum team worked closely with the Learning Assessment Committee (LAC) to establish form elements that provide stronger guidance in writing SLOs and Program Learning Outcomes (PLOs), mapping to competencies, and identifying representative assessment strategies ([I.B.2-01](#)). To ensure clearly, consistently defined PLOs, LAC developed guidelines for writing that are

available as a resource for faculty ([I.B.2-02](#)). The English Associate in Arts for Transfer ([I.B.2.03](#)) and Environmental Science Associate in Science for Transfer ([I.B.2-04](#)) program outlines of record illustrate PLOs defined at the program level. SLOs and PLOs are reviewed by the College's SLO Coordinator during the academic program review and approval process ([I.B.2-05](#)), and approved PLOs for all programs are published in the subsequent College catalog ([I.B.2-06](#)).

Assessing Instructional Program Outcomes

MPC assesses student learning outcomes for all instructional programs through the College's online assessment system. This system, developed by the College in 2021, replaced TracDat, an assessment tool that was difficult to use and did not support meaningful discussion and synthesis. The new learning assessment tool has proven more intuitive and flexible and supports more thoughtful, sustained consideration of student learning and opportunities to improve instruction. Though the recent platform and resulting process improvements are still relatively new, the College is already seeing more robust faculty participation in assessment processes ([I.B.2.07](#)). In addition, the College recently revised its SLO assessment cycle to occur every three years ([I.B.2-08](#), [I.B.2-09](#)) and has begun to revise the Comprehensive Program Review processes to ensure more direct and clear alignment between Comprehensive Program Review and assessment of programs of study.

Defining Student & Learning Support Service Outcomes

MPC defines student learning outcomes for student and learning support services by establishing Service Area Outcomes (SAOs). With the guidance and support of the Vice President of Student Services (VPSS), all Student Services programs collaborated to draft an SAO that is common to all Student Services programs: "We provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community" ([I.B.2-10](#)). In addition, a number of Student Services departments also have established SAOs specific to their service areas. For example, the Admissions & Records (A&R) department defines the following SAO: "Students will demonstrate self-advocacy by contacting Admissions & Records for assistance with Admissions & Records procedures ([I.B.2-11](#), [I.B.2-12](#))."

The College's student academic support centers that offer lab courses, such as the Math Learning Center (MLC) and Reading and Writing Center (RWC), have SLOs as part of the related course outlines of record ([I.B.2-13](#), [I.B.2-14](#)).

Assessing Student & Learning Support Service Outcomes

MPC assesses SAOs and SLOs for all student, learning, and academic support services in a variety of ways. Student Services programs assess their shared SAO through a student survey, which was administered in fall 2017 and again in spring 2022 ([I.B.2-15](#), [I.B.2-16](#)). In addition to assessing the shared SAO, the survey also assesses some of the SAOs that are unique to specific Student Services departments. In addition to surveys, the College uses other methods to assess SAOs. For example, the A&R department uses system data to assess attainment of the SAOs unique to its department ([I.B.2-17](#)).

Student academic support centers assess SAOs and SLOs by evaluating data related to course retention and success rates for students who received tutoring and reviewing results of student feedback surveys at the end of each term. For example, the MLC looked at withdrawal rates of students in math courses who did not access tutoring versus withdrawal rates of those also enrolled in MATH 440: Supervised Tutoring: Mathematics. The MLC also disaggregated data to consider student equity and access. Data results were underpinned by a student survey, which, as an example, asked students to report whether the MLC helped them stay in their math course ([I.B.2-18](#)).

Analysis and Evaluation

The College meets the Standard. MPC defines and assesses student learning outcomes for all instructional programs and student and learning support services.

STANDARD I.B.3 *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Evidence of Meeting the Standard

Establishing and Updating Institution-Set Standards

The College establishes Institution-Set Standards (ISS), appropriate to its mission, in the areas of course completion, degree and certificate achievement, and transfer to 4-year institutions ([I.B.3-01](#)). These metrics align directly with the College’s mission to serve “all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education” ([I.A.1-01](#)).

MPC established ISS in 2013, the first year that colleges were required to do so by ACCJC. One year later, the College revisited the methodology of determining its ISS and established a consistent methodology for all ISS metrics (5-year mean minus standard deviation). In 2015, the College validated and has since been using this consistent methodology ([I.B.3-02](#)). The PRIE Committee, with support from the PRIE Office, annually reviews and updates the College’s ISS and provides updates to and solicits feedback from College advisory and governance groups ([I.B.1-02](#)).

Assessing Achievement of Institution-Set Standards

The College assesses how well it is achieving its ISS through institutional processes including Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Updates ([I.A.2-02](#)). Data related to ISS are available through institutional data dashboards ([I.B.3-03](#)), which are developed and maintained by the PRIE Office and available to all employees through the College’s intranet site. ISS are regularly used to support MPC’s Program Review processes and allow individual departments or programs to compare their students’ performance to a given ISS. For example, the Psychology department noted in its 2019-20 report that the course success rates of certain subpopulations were below the ISS ([I.B.3-04](#)). This observation led the

department to identify areas for improvement including a recommendation to expand and enhance tutoring in this area and subsequent addition of student tutoring hours to support Psychology courses in the College's Tutoring and Academic Success Center (TASC).

Communicating Institution-set Standards

MPC disseminates information about its ISS and the methodology for establishing and updating the standards on the College's website ([I.B.3-05](#)), through institutional data dashboards, and through presentations to advisory and participatory governance groups, both annually and as needed. For example, in addition to annual review, College advisory and participatory governance committees considered whether to include Excused Withdrawals (EW), which significantly and temporarily increased due to COVID-19, when computing course completion rates ([I.B.3-06](#)).

Analysis and Evaluation

The College meets the Standard. MPC has established and continues to update Institution-Set Standards for student achievement appropriate to its mission and disseminates the information widely. The College engages in dialogue about ISS and provides opportunities for programs and services to assess achievement of ISS through the College's Program Review processes.

STANDARD I.B.4 *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard

Monterey Peninsula College uses assessment data and organizes its institutional processes to support student learning and achievement. In 2017, the College formalized its planning and institutional effectiveness work by creating a Planning, Research, and Institutional Effectiveness (PRIE) Committee, which oversees and supports planning and evaluation and ensures data informed planning across the College ([I.B.4-01](#)) such as the development of the EMP as well as ongoing evaluation of progress towards EMP goals and strategic initiatives, which cover a variety of areas including student achievement. The EMP Progress Report applies data to assess how well the College is progressing towards EMP objectives ([I.A.2-06](#)).

Use of Assessment Data to Support Student Learning and Achievement

MPC regularly uses assessment data at the program/department level through MPC's Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes. The College's Program Review template provides programs and departments the opportunity to apply assessment data when analyzing student learning and achievement from the program's perspective in order to identify successes as well as areas for improvement. For example, in its 2020-2021 Annual Program Review Update, the History department included reflection on student learning at the course level ([I.B.4-02](#)), noting:

Participation in synchronous class meetings led to overall better performance in classes. Scaffolding complex assignments into three to four different assignments to build upon

led to far more success when students could engage from beginning to end (ex: instead of one annotated bibliography assignment - 1. Plan 2. List of sources 3. Example of annotation 4. Final draft. Each assignment with a lesson on how to complete the assignment and feedback. Also having weekly assignments helped to keep students engaged from week to week.

The Cooperative Work Experience (COOP) 2019-2020 Comprehensive Program Review ([I.B.4-03](#)) demonstrates the program's use of student demographic data to identify areas for improvement for underserved students and set goals based on the data. The data were used to create a comprehensive action plan in order to close the demographic gaps and create a more culturally relevant and responsive program. The Program Review process also served as an opportunity for COOP to increase enrollment and move from a focus on past achievement to a model that focuses on the future and building out goals to be met by the next program review cycle.

The Student Services Comprehensive Program Review template ([I.B.4-04](#)) focuses on how the College's student services and support contributes to student learning and achievement by asking areas to address the following prompts:

How has the transition to online student support affected attainment of Service Area Outcomes (SAOs) for your area? What were some of the challenges students experienced?

EQUITY consideration: Are there any groups of students that are struggling with achieving those outcomes?

How did you shift your practices during this pandemic to help students achieve the SAOs and what were the results?

EQUITY consideration: Did these efforts help students who were disproportionately impacted and, if so, how?

These prompts are designed to capture the dialogue and conversations that faculty and staff regularly engage in related to student learning and success, and programs address the prompts related to learning and achievement annually, regardless of whether the department is engaged in Comprehensive Program Review or Annual Program Review Update.

Institutional Processes Support Student Learning and Achievement

The College regularly uses assessment data to organize its institutional processes to support student learning and student achievement. This is demonstrated through the Program Review and EMP development and evaluation processes, as noted above, as well as the Integrated Planning Handbook (IPH), originally published in 2018, which details planning at the institutional level as well as at program and department levels ([I.A.3-04](#)).

Analysis and Evaluation

The College meets the Standard. MPC uses assessment data and organizes its institutional processes to support student learning and achievement.

STANDARD I.B.5 *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard

Assessment of Mission through Program Review

Monterey Peninsula College regularly assesses accomplishment of its mission at the department and program levels through its Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes. The College revised both processes in fall 2021 to incorporate a more intentional reflection on the previous year's Annual Program Review Update Action Plans and the associated impacts on student success ([I.B.5-01](#)). The College integrated this change into the first step of its Program Review template to ensure Program Review processes more clearly align with, and include analysis of, past plans and goals.

Assessment of Mission through Evaluation of Goals & Objectives

The College regularly assesses accomplishment of its mission through evaluation of the goals and associated strategic initiatives in the EMP ([I.A.2-06](#)), which directly link to MPC's mission. For example, one of the EMP initiatives is to develop programs and services at the College's Marina Education Center (MEC). Through an examination of enrollment data at the MEC, the College assesses progress towards this initiative and, in turn, evaluates how well it is accomplishing the mission in this area ([I.B.5-02](#)).

Assessment of Mission through Evaluation of Student Learning and Achievement

The College collaborates regularly to assess accomplishment of its mission through evaluation of student learning and achievement data. As an example, the PRIE Office solicits ideas and suggestions from Academic Senate about approaches for examining achievement data. Recently, Academic Senate and other participatory governance groups discussed and provided input related to excused withdrawal grades and their impact on course completion rates ([I.B.3-06](#), [I.B.5-03](#)).

At the program level, faculty complete SLO assessments on a planned three-year cycle ([I.B.2-08](#), [I.B.2-09](#)). The results of these assessments are shared at department and division levels and are included in the Comprehensive Program Review and Annual Program Review Update processes ([I.B.1-01](#)).

Disaggregation of Data to Support Assessment

MPC disaggregates quantitative and qualitative data as part of the assessment of its mission through the College's Program Review processes. The PRIE Office developed a series of

institutional data dashboards to support the use of data related to student achievement in Program Review ([I.B.5-04](#)). These data dashboards allow departments to disaggregate data by program area as well as by student demographics. For example, Program Review was used to evaluate demographic enrollment in the College's Cooperative Work Experience (COOP) program, which revealed a gap in enrollment demographics at the program level when compared to institutional demographics.

Data are also disaggregated and analyzed by mode of delivery. For example, the College's Hospitality program noted in its 2019-20 Comprehensive Program Review that the "success rate is dramatically low for online classes vs. campus courses" and identified strategies to improve student success ([I.B.5-05](#)).

The Program Review template also prompts program leads to assess how well they are achieving expected outcomes as well as to identify students who are disproportionately impacted ([I.B.5-01](#)). In COOP's Comprehensive Program Review noted above, a gap identified for Latinx students led to a partnership with the Hispanic Serving Institutions (HSI) program at the College ([I.B.4-03](#)). Quantitative data were used to evaluate Latinx enrollment in the program. Qualitative data through focus groups and interviews were obtained and used to create a set of recommendations. The program will use its subsequent Annual Program Review Update and Comprehensive Program Review to evaluate the implemented recommendations and determine whether the gap has improved through the use of quantitative enrollment data.

Analysis and Evaluation

The College meets the Standard. MPC assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, student learning outcomes, and student achievement. The College disaggregates quantitative and qualitative data as part of the assessment processes.

STANDARD I.B.6 *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard

Analysis of Learning Outcomes & Achievement

Monterey Peninsula College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The College examines disaggregated student achievement data in its Comprehensive Program Review and Annual Program Review Update processes ([I.B.6-01](#)). The 2021-2022 Math Department Program Review illustrates the disaggregation of student data as part of the department's reflection and analysis ([I.B.6-02](#)). In addition, MPC recently examined disaggregated student achievement data during the inquiry phase of its Guided Pathways work ([I.B.6-03](#)). The College has also begun to use disaggregated student

achievement data in its newly formed Career and Academic Pathway (CAP) Completion Teams, which are all driven by an equity mission established by each team ([I.B.6-04](#)).

Programs and teams use the College's institutional data dashboards, as well as additional data sets developed by the PRIE Office, to review success and retention data disaggregated by race/ethnicity, gender, age, first generation status, and course modality (e.g., distance education versus face-to-face).

Throughout the Comprehensive Program Review templates, prompts related to student access, retention, and completion include "equity considerations," which allow programs to review and discuss equity gaps ([I.B.6-01](#)). For example, one of the equity considerations asks:

Are particular groups of students struggling with certain learning outcomes or struggling to succeed in your courses? How might new instructional practices that you implemented for remote learning support disproportionately impacted students?

Implementation of Strategies to Mitigate Gaps in Learning Outcomes & Achievement

As noted above, the College examined disaggregated student achievement data during the inquiry phase of its Guided Pathways work and learned, for example, that there were equity gaps in course success within transfer-level English classes for some subpopulations of students. This finding, in conjunction with other findings, led to recommendations that included implementing a Student Ready Program (SRP) pilot in 2022 ([I.B.6-05](#)).

Through Comprehensive Program Review, departments and programs also identify performance gaps and outline strategies to mitigate those gaps. The Math department's 2020-21 Comprehensive Program Review notes:

In order to attempt to address the equity gaps, the Math Department has partnered with the UMOJA program, offered embedded tutoring and counseling in support courses, and provided more course coordination, which will help us be more efficient in how we support students ([I.B.6-06](#)).

Evaluation of Improvement Strategies

The PRIE Office works with programs to assess the effectiveness of improvement strategies. The UMOJA program recently examined course retention and success rates for courses taught by UMOJA-trained instructors as part of preparing a program update presentation for the Board of Trustees ([I.B.6-07](#)). In addition, the PRIE Office and the SRP Implementation Team have developed an evaluation plan that will include both formative and summative assessments of the pilot, which will allow the team to evaluate the effectiveness of the SRP pilot's components ([I.B.6-08](#)).

Analysis and Evaluation

The College meets the Standard. MPC disaggregates and analyzes learning outcomes and achievement for subpopulations of students, implements strategies to mitigate the gaps, and assesses the effectiveness of strategies implemented.

STANDARD I.B.7 *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard

Regular Evaluation of Institutional Policies and Practices

Monterey Peninsula College regularly evaluates its policies and practices across all areas of the institution as required by Board Policy 2410 ([I.B.7-01](#)) and Administrative Procedure 2410 ([I.B.7-02](#)), which outlines a regular review cycle of all District policies and procedures. The responsible administrators identified in Administrative Procedure 2410 ensure that input has been provided by various participatory governance groups. The Superintendent/President's Office tracks progress on the review process and forwards policy recommendations to the Board of Trustees for approval. All current Board Policies and Administrative Procedures are published on the College's website and include dates of most recent review and revision ([I.B.7-03](#)).

The College developed its Integrated Planning Handbook (IPH) ([I.A.3-04](#)) in 2018 to document and communicate the integrated planning processes and support effective institutional planning. This handbook outlines the process and cycles of evaluation for the College mission, its EMP, the Institutional Action Plan, Program Review, and resource prioritization and allocation. The IPH itself is reviewed and evaluated on a three-year cycle by the PRIE Committee, which began its most recent evaluation in fall 2021 and will complete revisions in fall 2022 ([I.B.7-04](#)).

Regular Evaluation of Instructional Programs and Student Learning Support Services

MPC regularly evaluates its policies and practices across all instructional and student learning support services programs through its Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes. The PRIE Office is responsible for coordinating the process as well as regular assessment of the outcomes and subsequent improvements ([I.B.7-05](#)). Feedback about the Program Review process is shared with the PRIE Committee for review and discussion, which leads to recommendations for improvement ([I.B.7-06](#)). Some examples of improvements made to the process as a result of the evaluation include the incorporation of institutional data dashboards to facilitate on-demand access to disaggregated program data, the addition of extensive training for divisions undergoing Comprehensive Program Review, and the transition from TracDat to a new, internally developed software platform designed for learning assessment analysis.

Evaluation of the Resource Allocation Process

MPC regularly evaluates its policies and practices related to integrated planning, including resource allocation processes, as defined in the College's IPH ([I.B.7-07](#), [I.B.7-08](#)). The integrated planning evaluation process follows a ten-year planning calendar to ensure that the major components of its system of integrated planning are regularly evaluated for their effectiveness in supporting academic quality and accomplishment of the College mission. As an example of such an evaluation, in fall 2018, a work group, including members of the PRIE Committee as well as other campus constituents, was convened to assess the efficacy of the College's process for answering to specific requests for funding from various instructional programs ([I.B.7-09](#)). The work group concluded its evaluation, which led to the following improvements to the process: modification of the Program Review process to more efficiently use Action Plans for sorting and prioritizing resource requests, establishing training for the completion of Program Review and Action Plans, and establishing and documenting a clearer process for prioritizing facilities ([I.B.7-10](#)).

Evaluation of Governance Structure and Decision-Making Processes

The College regularly evaluates its policies and practices related to governance structure and decision-making processes as defined in the Resource Guide to Institutional Decision Making ([I.A.4-04](#)). This handbook delineates the roles of College participatory governance and operational committees and their roles in institutional decision making. Routine updates are made at the start of each academic year through all committees' reviewing and updating their charge and membership. The College evaluates and updates the Resource Guide to Institutional Decision Making on a three-year cycle. The PRIE Committee began its most recent evaluation of the guide in fall 2021.

Analysis and Evaluation

The College meets the Standard. MPC regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

STANDARD I.B.8 *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

Monterey Peninsula College communicates the results of its assessment and evaluation activities through its institutional planning processes as well as the College's Comprehensive Program Review process so that the institution maintains a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Communicating Results of Evaluation Through Institutional Planning Processes

As described in the College's IPH ([I.A.3-04](#)), MPC's planning processes are intended to reinforce the relationship between evaluation, decision making, and action in order to help the College plan, implement, and evaluate activities that are driven by the College's mission and goals and that support student success. Examples of the results of College's planning process include the 2020-2025 EMP ([I.A.1-02](#)) and the 2020-2025 Facilities and Technology Master Plan (FTMP) ([I.B.8-01](#)). The development of the EMP involved an 18-month review of internal and external data and dialogue to examine trends and inform how best to advance the mission of the College. Plan development included numerous presentations throughout College participatory governance groups, College and community forums, and meetings with stakeholder groups ([I.B.8-02](#), [I.B.8-03](#)). Similarly, the development of the FTMP included review of data, trends, and performance as well as a comprehensive audit of facilities and technology resources, which were shared during College presentations and forums, all with solicitation of input ([I.B.8-04](#)). The level of engagement in the planning processes provided opportunities for the entire MPC community to become informed of the results of the assessment and evaluation activities, better understand the College's strengths and opportunities for improvement, and provide input into the planning process.

Communicating Results of Evaluation Through Regular and Systematic Program Review

The College regularly and broadly communicates the results of assessment and evaluation activities through its learning assessment and Program Review processes. Faculty engage in assessment of learning outcomes for courses related to their disciplines through processes described in Standards I.B.1 through 1.B.6. Academic divisions are encouraged to make time during their regular monthly meetings to discuss the results of the assessment process. These results are formally linked to the College's Program Review process through questions in the Student Learning and Achievement section of the form, which encourages review and reflection on learning outcome assessment and student success data ([I.B.6-01](#)). Areas of the College complete a Comprehensive Program Review every six years as well as Annual Program Review Updates. Upon completion, Comprehensive Program Review presentations are shared through the College's participatory governance process ([I.B.8-05](#), [I.B.8-06](#)), presented to the Board of Trustees ([I.B.8-07](#), [I.B.8-08](#)) and posted publicly on the College's website ([I.B.8-09](#)).

Analysis and Evaluation

The College meets the Standard. MPC regularly and widely communicates the results of evaluation and assessment in order to ensure a shared understanding of strengths and challenges and to foster broad participation across the College in setting appropriate goals and priorities in support of MPC's mission.

STANDARD I.B.9 *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

Evidence of Meeting the Standard

Institutional Evaluation and Planning

Monterey Peninsula College regularly engages in continuous, broad-based, systematic evaluation and planning to address short- and long-term needs for educational programs and services. Institutional evaluation and planning activities are supported by the PRIE Office in collaboration with the PRIE Committee ([I.B.4-01](#)), which was established as part of the College's participatory governance structure to provide greater support for integrated planning and encourage strong use of data to evaluate and improve institutional practices and support more equitable student success. The committee meets twice monthly and includes a cross-constituent membership of faculty, staff, and administrators.

Integrated Program Review, Planning, and Resource Allocation

The College has established a comprehensive process that integrates Program Review, planning, and resource allocation and supports accomplishment of MPC's mission and improvement of institutional effectiveness and academic quality. Comprehensive processes for integrated planning are outlined in the College's IPH ([I.B.9-01](#)). This detailed document promotes a common understanding of processes, consistent application of practices, delineation of roles and responsibilities, and clear communication about how different constituent groups participate in planning across the institution. Additionally, the IPH illustrates the relationships between MPC's primary planning processes and sets expectations for how institutional plans support the accomplishment of the College mission.

All programs and departments regularly participate in Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes to engage in dialogue, document assessment of student learning and student achievement, and identify recommendations for improvement and resources necessary to support recommendations. Information obtained through the Program Review process is used to inform institution-wide planning and resource allocation. Needs identified through Annual Program Review Updates Action Plans are consolidated and reviewed by the College as part of its annual budget development process and when allocating one-time funds that may become available to support programmatic needs ([I.B.9-02](#)).

The College recently completed its 2020-2025 EMP, which reflects needs and priorities identified through the integrated planning process as well as additional evaluation activities specific to the EMP planning process ([I.A.1-02](#)). In addition, the College regularly re-evaluates its planning efforts to ensure that alignment between institutional plans and processes can be identified and reinforced and that all plans lead to accomplishment of the College's mission and

improvement of institutional effectiveness and academic quality. The EMP 2020-2025: Annual Institutional Action Plan ([I.B.9-03](#)) documents the alignment between EMP goals, College planning, internal and external initiatives, and ACCJC Standards and identifies key indicators of progress and success. For example, Goal 1 - Excellent Education identifies the “number of partnerships with local high schools, CSUMB, businesses, and government districts” as a potential indicator of progress and success. The College’s PRIE Office has developed an EMP Progress Report to provide data to support conversations about how well the College is achieving these goals ([I.A.2-06](#)).

Short- and Long-Range Planning

MPC’s institutional planning processes address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources at both the institution level, through the EMP, and at the program/department level, through Program Review. The College’s integrated planning activities generally fall into one of two cycles: a long-term (six-year) cycle of strategic planning through Comprehensive Program Review ([I.A.2-01](#)), or a short-term (annual) cycle of planning through Annual Program Review and Action Plans ([I.A.2-02](#)), which are both connected to resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the institutional goals that enable the fulfillment of MPC’s mission. For example, in Program Review, area leads are asked to “describe how your program aligns with the institutional mission and plans” ([I.A.3-03](#)). The long-term strategic planning process at MPC follows a six-year cycle of mission review and strategic planning ([I.B.7-08](#)). This multi-year cycle mirrors the Program Review processes followed by individual divisions and service areas of the College at the institutional level, which supports communication and understanding of the cycle. Short-term planning and resource allocation follows the College’s resource prioritization and allocation process, an annual cycle that includes development of the budget for the upcoming fiscal year as well as consideration and implementation of shorter-term goals and objectives ([I.B.9-02](#), [I.B.9-01](#)).

Individual programs at the College establish and assess progress toward goals and objectives through the College’s Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes. The Program Review process includes opportunities for programs to assess how they align with and support institutional mission and goals. Each program completes a Comprehensive Program Review every six years followed by Annual Program Review Updates. Both Comprehensive and Annual Program Review processes provide the foundation for each program’s Program Review Action Plan ([I.A.3-05](#)), which provides an opportunity for programs to identify human, physical, technology, and financial resources necessary to support program goals and continuous improvement.

The College’s Program Review processes are dedicated to supporting continuous, broad-based systematic evaluation and planning. Since its inception in 2017, the PRIE Office has engaged the College through surveys, focus groups, and other feedback processes in order to ensure that the process is effective at supporting planning and resource allocation and that it provides an accurate assessment of the College’s accomplishment of its mission and improvement of

institutional effectiveness and academic quality ([I.B.7-05](#)). In addition, the PRIE Office has facilitated institution-wide and division-level training related to the process of Program Review.

Analysis and Evaluation

The College meets the Standard. MPC engages in continuous, broad-based, systematic evaluation and planning; integrates Program Review, planning, and resource allocation into a comprehensive process that leads to accomplishment of the College’s mission and improvement of institutional effectiveness and academic quality; and engages in institutional planning to address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Monterey Peninsula College engages in continuous, broad-based, systematic evaluation and planning across all areas of the institution; integrates Program Review, planning, and resource allocation into a comprehensive process that leads to accomplishment of the College’s mission and improvement of institutional effectiveness and academic quality; and addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. Planning and evaluation processes across the institution use both quantitative and qualitative data, and disaggregation of data is embedded into multiple assessment processes. The College regularly engages in sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These topics are a core part of conversations throughout the College, from individual departments and divisions, to governance and operational committees, to the Board of Trustees. The results of assessment and evaluation are widely and regularly communicated through a variety of means.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
I.A.3-06	Annual Program Review Action Plan Template - Spring 2022
I.B.1-01	2021-2022 Comprehensive Program Review Template, Student Learning Achievement Prompt
I.B.1-02	ACCJC Annual Report 2021, Achievement Metrics, ISS, Stretch Goals - PAG Presentation - April 2021

I.B.1-03	<u>GP-AS Instructional Practices Work Team - Charge, Activities, and Outcomes</u>
I.B.1-04	<u>GP-AS Instructional Practices Work Team - Final Recommendations</u>
I.B.1-05	<u>MPC Teaching and Learning Committee Charge</u>
I.B.1-06	<u>GP-AS Instructional Practices Work Team, Recommendation 1 - Student-Ready Pilot Program</u>
I.B.1-07	<u>GP College & Career Guidance Work Team - Final Recommendations</u>
I.B.1-08	<u>Data Coaching Academy Course Syllabus - Summer 2021</u>
I.A.3-01	<u>Administrative Procedure 4023 - Academic Program Development and Approval</u>
I.B.2-01	<u>CourseLeaf Program Proposal Screen - Learning Outcomes Entry</u>
I.B.2-02	<u>Checklist for Writing Program Learning Outcomes (PLOs)</u>
I.B.2-03	<u>English AA-T Program Outline of Record</u>
I.B.2-04	<u>Environmental Science AS-T Program Outline of Record</u>
I.B.2-05	<u>CourseLeaf Program Proposal Review Workflow Steps</u>
I.B.2-06	<u>2021-2022 Monterey Peninsula College Catalog, Program Requirements, Courses, and Learning Outcomes (pp. 81-313)</u>
I.B.2-07	<u>MPC Assessment System, Completed Course Assessments - Spring 2022</u>
I.B.2-08	<u>MPC Cycle of Learning Assessment</u>
I.B.2-09	<u>Life Science Division - Cycles of Program Review & Learning Assessment Tracking</u>
I.B.2-10	<u>Student Services Strategic Planning Initiatives, Includes SAO</u>
I.B.2-11	<u>2021-2022 Admissions & Records Annual Program Review, SAO Identification Excerpt</u>
I.B.2-12	<u>2021-2022 Admissions & Records Annual Program Review</u>
I.B.2-13	<u>MATH 440 Course Outline of Record</u>
I.B.2-14	<u>ENGL 400 Course Outline of Record</u>
I.B.2-15	<u>Student Services 2022 Student Survey to Assess SAOs</u>
I.B.2-16	<u>Counseling 2022 Student Survey to Assess SAOs</u>
I.B.2-17	<u>2021-2022 Admissions & Records Annual Program Review, SAO Assessment Strategies Excerpt</u>
I.B.2-18	<u>MATH 440 Learning Assessment Report</u>
I.B.3-01	<u>MPC ACCJC 2022 Annual Report - Student Achievement Metrics</u>
I.A.1-01	<u>Board Policy 1200 - District Mission</u>
I.B.3-02	<u>Methodology for ACCJC 2020 Annual Report - Student Achievement ISS</u>
I.B.3-03	<u>MPC Intranet, PRIE Institutional Data Dashboards</u>
I.B.3-04	<u>2019-2020 Psychology Department Comprehensive Program Review</u>

I.B.3-05	<u>Student Achievement Data- An Update on MPC's Institution-Set Standards, Board Presentation - March 2015</u>
I.B.3-06	<u>Institution-set Standards & Stretch Goals - To E(W) or Not to E(W) - PAG Presentation March 2022</u>
I.B.4-01	<u>Planning, Resource, and Institutional Effectiveness (PRIE) Committee Charge</u>
I.A.2-06	<u>2020-2025 MPC Education Master Plan Progress Report, September 2022</u>
I.B.4-02	<u>2020-2021 History Department Program Review Excerpt</u>
I.B.4-03	<u>2019-2020 COOP Department Comprehensive Program Review Excerpt</u>
I.B.4-04	<u>2021-2022 Student Services Comprehensive Program Review Template</u>
I.A.3-04	<u>Monterey Peninsula College Integrated Planning Handbook - Updated Summer 2018</u>
I.B.5-01	<u>2021-2022 Comprehensive Student Services Program Review Template, Student Success Prompt</u>
I.B.5-02	<u>2020-2025 MPC Educational Master Plan Progress Report, FTES by Location and Modality</u>
I.B.5-03	<u>Academic Senate Meeting Minutes - March 2022</u>
I.B.5-04	<u>MPC Intranet, PRIE Data Dashboard, Student Demographics & Course Success</u>
I.B.5-05	<u>2019-2020 Hospitality Department Comprehensive Program Review Excerpt</u>
I.B.6-01	<u>2021-2022 Comprehensive Academic Affairs Program Review Template, Student Learning and Achievement Prompt</u>
I.B.6-02	<u>2021-2022 Math Department Program Review - Excerpt of Disaggregated Student Data Analysis</u>
I.B.6-03	<u>GP Instructional Practices Work Team - Final Recommendations, Inquiry Process (pp 5-8)</u>
I.B.6-04	<u>CAP Completion Team Data Dashboard</u>
I.B.6-05	<u>GP Instructional Practices Work Team - Final Recommendations, SRP Recommendation 1 (pp. 6-10)</u>
I.B.6-06	<u>2021-2022 Math Department Program Review - Excerpt of Student Achievement Prompt</u>
I.B.6-07	<u>2022 MPC UMOJA Program Update Board Presentation</u>
I.B.6-08	<u>GP Instructional Practices Work Team - Student Ready Pilot Research Notes</u>
I.B.7-01	<u>Board Policy 2410 - Board Policies and Administrative Procedures</u>
I.B.7-02	<u>Administrative Procedure 2410 - Board Policies and Administrative Procedures</u>
I.B.7-03	<u>MPC Website, Governing Board Policies</u>
I.B.7-04	<u>2022-2023 PRIE Committee Roadmap</u>

I.B.7-05	<u>Integrated Planning Handbook, Program Review (pp. 10-11)</u>
I.B.7-06	<u>PRIE Committee Meeting Agenda - September 2021</u>
I.B.7-07	<u>MPC Integrated Planning Handbook, Evaluation Process (pp. 2-3)</u>
I.B.7-08	<u>MPC Integrated Planning Handbook, Appendix - Process Evaluation Calendar</u>
I.B.7-09	<u>PRIE Committee Special Scoring Meeting Observation Notes - September 2018</u>
I.B.7-10	<u>PRIE Annual Program Review Survey Results and Recommendations for Improvement - September 2018</u>
I.A.4-04	<u>2021-2022 Resource Guide to Institutional Decision Making at MPC</u>
I.A.1-02	<u>2020-2025 MPC Educational Master Plan</u>
I.B.8-01	<u>2020-2025 MPC Facilities and Technology Master Plan</u>
I.B.8-02	<u>Academic Senate Meeting Agenda Item, EMP Update - December 2019</u>
I.B.8-03	<u>AAAG Agenda Item, EMP Update - November 2019</u>
I.B.8-04	<u>Facilities & Technology Master Plan Update Campus Presentation - May 2020</u>
I.B.8-05	<u>AAAG Agenda Item, Nursing Program Review - May 2022</u>
I.B.8-06	<u>AAAG Agenda Item, Humanities Program Review - April 2022</u>
I.B.8-07	<u>Board Agenda Item, Nursing Program Review - May 2022</u>
I.B.8-08	<u>Board Agenda Item, Humanities Program Review - May 2022</u>
I.B.8-09	<u>MPC Website, Planning, Research, and Institutional Effectiveness (PRIE), Program Review</u>
I.B.9-01	<u>Integrated Planning Handbook, Integrated Planning at MPC (pp. 3-11)</u>
I.B.9-02	<u>Consolidated 2020-2021 Program Review Action Plans</u>
I.B.9-03	<u>2020-2025 MPC Educational Master Plan - Annual Institutional Action Plan</u>
I.A.3-03	<u>2021-2022 Academic Affairs Comprehensive Program Review Template, Step 2 - Alignment with Mission</u>
I.A.3-05	<u>2020-2021 English Department Comprehensive Program Review</u>

I.C. Institutional Integrity

STANDARD I.C.1 *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Evidence of Meeting the Standard

Clear and Accurate Information about the College Mission, Learning Outcomes, Educational Programs and Support Services

Monterey Peninsula College provides information related to the mission statement, learning outcomes, educational programs, and student support services through multiple sources including the College catalog, College website, and course syllabi.

Clear and Accurate Information in the College Catalog

The College assures the clarity, accuracy, and integrity of information published in multiple publications by using the College Catalog as the official source for information about the College and its programs and services ([I.C.1-01](#)). The College Catalog includes the College mission statement ([I.A.4-02](#)), program learning outcomes and educational programs ([I.B.2-06](#)), and student support services ([I.C.1-02](#)). Once the Catalog is approved, the College uses the Catalog as master copy for other publications, including MPC's website and brochures. The College reviews the Catalog annually following a multi-stage, multi-person process that helps to ensure the accuracy and integrity of information printed each year ([I.C.1-03](#)). The annual Catalog review process includes two rounds of review, revision, and approval by leads of areas responsible for Catalog information ([I.C.1-04](#)). The Vice Presidents of Academic Affairs, Student Services, and Administrative Services review completed drafts of their areas of the Catalog prior to the Vice President of Academic Affairs (VPAA) signing off on the final publication to be approved by the Superintendent/President and Governing Board ([I.C.1-05](#)).

Clear and Accurate Information on the College Website

The College website provides information about MPC's mission, educational programs, and student support services. In publishing information on its website, the College uses the Catalog as its official source for information on academic programs, policies, and procedures concerning students. In these cases, website content either replicates information printed in the Catalog or directs users to the Catalog itself. For example, information on the College website concerning College mission and goals reflects the same information included in the 2021-2022 Catalog ([I.A.4-01](#)). The VPAA is responsible for ensuring that updated academic program information is available through the College website and updated to align with curriculum changes in the current year Catalog ([I.C.1-06](#)). The Vice President of Student Services (VPSS) Office is responsible for ensuring that information about student services programs are accurate and available through each service area's respective web pages ([I.C.1-07](#)).

The College has adopted a website content management system that supports distributed management of website content by personnel in each department who have responsibility for maintaining area web pages ([I.C.1-08](#)). Leaders of each area are responsible for ensuring the accuracy and integrity of information on their area's web pages. For example, the Director of Admissions & Records ensures that the information regarding Admissions policies, practices, fees, and refunds is current and accurate ([I.C.1-09](#)). The Superintendent/President delegates responsibility for ensuring overall accuracy and integrity of the website to the Director of Marketing and Communications ([I.C.1-10](#)). The Director of Marketing and Communications provides training and support for all departments, as needed, to use the website content management system to make updates and ensures that the College provides clear, accurate, and integrous information published on the website.

Clear and Accurate Information about Learning Outcomes in Catalog and Syllabi

The College provides information about learning outcomes to students, prospective students, personnel, and other interested parties through multiple sources including the College Catalog and course syllabi.

The College Catalog lists program level student learning outcomes (PLOs) for all degree and certificate programs ([I.B.2-06](#)). The PLOs listed in the Catalog are updated each year to reflect the changes that were approved by the Curriculum Advisory Committee (CAC) upon completion of the course approval process delineated in the College's Administrative Procedure 4022 ([I.C.1-11](#)). The Catalog also lists General Education Outcomes (GEOs), which serve as the College's Institutional Learning Outcomes (ILOs) ([I.C.1-12](#)).

MPC faculty provide students in every class section with a course syllabus that includes SLOs from the College's officially approved Course Outline of Record (COR), which is further discussed in Standard II.A.3. Faculty are notified of this requirement in the MPC Faculty Handbook ([I.C.1-13](#)) and receive additional instructions from the Office of Academic Affairs (OAA), which reiterate the requirements and provide submission instructions ([I.C.1-14](#)). Staff in the OAA review syllabi to verify inclusion of the correct learning outcomes, return them for correction as needed, and maintain a syllabi archive for future reference ([I.C.1-15](#)).

Clear and Accurate Information about Accreditation Status

MPC provides accurate information to students and the public about its accreditation status with all of its accreditors through multiple sources including the Catalog and the College website. The College Catalog includes information regarding current accreditation by the ACCJC as well as program specific accreditation ([I.C.1-16](#)). In addition, the College maintains an accreditation webpage that is available from the "Accreditation" link in the header and footer of every page on the College's website as well as from the friendly URL: <http://www.mpc.edu/accreditation>. The College's accreditation web page also lists updated and accurate accreditation information as well as communication to and from the ACCJC ([I.C.1-17](#)).

Analysis and Evaluation

The College meets the Standard. MPC provides clear, accurate, and integrous information related to its mission statement, learning outcomes, educational programs, and student support services through multiple sources including the College Catalog, College website, and course syllabi. Accurate and current information about its accreditation status with all of its accreditors is provided through the College Catalog and College website.

STANDARD I.C.2 *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)*

Evidence of Meeting the Standard

College Catalog Publication

Monterey Peninsula College publishes an annual College Catalog in order to provide information about the College to current and prospective students ([I.C.1-01](#)). The Catalog provides current information on all facts, requirements, policies, and procedures as required by ACCJC Eligibility Requirement 20, Catalog Requirements. MPC’s College Catalog has been published as an Adobe Acrobat PDF on the College’s Catalog and Course Schedules web page ([I.C.2-01](#)). In spring 2022, the College transitioned to an online catalog management system for the publication of a new interactive, online Catalog beginning with the 2022-2023 academic year ([I.C.2-02](#)).

Ensuring Accuracy and Reliability of Catalog Content

MPC ensures that Catalog content is precise, accurate, and current through a multi-stage and multi-person review process. Annually, the OAA initiates a review and approval process for content to be updated in the subsequent year’s College Catalog ([I.C.2-03](#)). The Catalog review process provides College departments the opportunity to review the area’s content and recommend changes ([I.C.1-04](#)). Changes are submitted to the area’s corresponding Vice President of Academic Affairs, Student Services, or Administrative Services Office for review and approval. Approved revisions are submitted to the OAA for entry in the updated Catalog.

Analysis and Evaluation

The College meets the Standard. MPC provides an online Catalog that contains accurate and current information on all College facts, requirements, policies, and procedures as required by ACCJC Eligibility Requirement 20, Catalog Requirements.

STANDARD I.C.3 *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Evidence of Meeting the Standard

Monterey Peninsula College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies through regular learning assessment and Program Review processes, fulfilling regular reporting requirements, and periodic presentations to the College community and to the public. Faculty assess SLOs for courses and programs on a regular cycle as described in Standard I.B.2 ([I.B.2-08](#)). The results of assessment are used as part of the College's Comprehensive ([I.A.2-01](#)) and Annual Program Review ([I.A.2-02](#)) processes, which provide opportunities for all areas of the College to reflect upon, analyze, and report findings related to academic quality and success. Program Review includes a prompt for faculty to reflect on learning outcomes and student success data ([I.B.1-01](#)). Upon completion of Comprehensive Program Review, areas present their findings to participatory governance committees ([I.B.8-05](#), [I.B.8-06](#)) and to the Board of Trustees ([I.B.8-07](#), [I.B.8-08](#)). Program Review presentations are available to students and the public through the Board of Trustees meeting agendas and the College's website ([I.B.8-09](#)).

In addition to learning assessment and Program Review, information related to matters of academic quality are communicated through presentations about student achievement made to the College, Board of Trustees, and other stakeholder groups. College presentations have included such topics as student achievement and Institution-Set Standards ([I.B.1-02](#)), the impact of new grade symbols ([I.B.3-06](#)), and progress on the College's implementation of AB 705 ([I.C.3-01](#)). The Board of Trustees maintains an advanced planning calendar of presentations by topic to keep the Board and community informed of matters of academic quality and student success ([I.C.3-02](#)). Recent Board presentations have included updates regarding the College's implementation of AB 705 ([I.C.3-03](#)) and the new UMOJA program ([I.B.6-07](#)).

Data related to student learning and student achievement are also published in the College Catalog and on the College website. The College Catalog contains information about completion and transfer rates ([I.C.3-04](#)). The PRIE Office maintains a Research and Data page on the College website, which includes links to student achievement data; career education data; equity in athletics; campus safety and security; and all recent data submissions to the Integrated Postsecondary Education Data System (IPEDS) ([I.C.3-05](#)).

Analysis and Evaluation

The College meets the Standard. MPC's learning assessment and program review incorporates intentional analysis of and meaningful dialogue about student learning and achievement data, which is shared with appropriate constituencies. Student learning and achievement data are further communicated through participatory governance and Board presentations in order to

communicate matters of academic quality. The College also maintains public access to a variety of data related to student learning and achievement through the College catalog and website.

STANDARD I.C.4 *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

Monterey Peninsula College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through a variety of sources including the College Catalog, Career and Academic Pathways (CAP) program information sheets, and the College website.

The MPC College Catalog serves as the official source of information for all certificates and degrees approved as part of the College's Program approval process ([I.A.3-01](#)). The Catalog includes information regarding the purpose and requirements for the types of degrees and certificates offered by the College ([I.C.4-01](#)) as well as specific program requirements and learning outcomes for each degree and certificate ([I.B.2-06](#)). In addition, the College provides information about programs, career outlook, relevant data, and recommended course sequences through its CAP program information sheets ([I.C.4-02](#), [I.C.4-03](#), [I.C.4-04](#), [I.C.4-05](#)) and the College's website ([I.C.4-06](#)).

Analysis and Evaluation

The College meets the Standard. MPC provides information about the purpose, content, course requirements, and expected learning outcomes of its certificate and degree programs through the College Catalog, College website, and CAP program information sheets.

STANDARD I.C.5 *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

Review of Institutional Policies and Procedures

Monterey Peninsula College regularly reviews institutional policies and procedures to assure integrity in all representations of its mission, programs, and services as outlined in Board Policy (BP) 2410 and Administrative Procedure (AP) 2410 ([I.B.7-01](#), [I.B.7-02](#)). AP 2410 defines the timeline, responsibilities, and processes for ensuring the regular review, update, and approval of District policies and procedures. New and revised Board Policies and Administrative Procedures are reviewed through the College's participatory governance process, the Board Policy Subcommittee of the Board of Trustees, and the full Board of Trustees. For example, the process and timeline were followed to review and update Board Policies and Administrative Procedures for Academic Affairs in 2021-2022 ([I.C.5-01](#)).

Review of Institutional Publications

The College regularly reviews institutional publications to assure integrity in all representations of its mission, programs, and services through various processes described in Standard I.C.1. The College Catalog is reviewed annually following a multi-stage, multi-person process that helps ensure the accuracy and integrity in all representations of MPC's mission, programs, and services included in the Catalog ([I.C.1-03](#)). The Class Schedule is developed and reviewed through a similar multi-stage, multi-person process to ensure the accuracy and integrity in all representations of programs, courses, and services included in the schedule. The Superintendent/President delegates responsibility for ensuring overall accuracy and integrity of the College's website and marketing materials to the Director of Marketing and Communications ([I.C.1-10](#)). The Director of Marketing and Communications provides training and support for all departments, as needed, to use the College's website content management system to make updates and ensure that the College provides clear, accurate, and integrous representations of its mission, programs, and services on the website.

Analysis and Evaluation

The College meets the Standard. MPC has established processes to support regular reviews of institutional policies, procedures, and publications in order to assure integrity in all representations of its mission, programs, and services.

STANDARD I.C.6 *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.*

Evidence of Meeting the Standard

Monterey Peninsula College accurately informs current and prospective students regarding the total cost of education, such as tuition and fees, through various methods including the College Catalog, the College website, Schedule of Classes, and Board Policies. Board Policy 5030 establishes the student fees charged by the College ([I.C.6-01](#)).

Cost of Tuition and Other Fees

MPC accurately informs current and prospective students regarding the cost of tuition and other required and optional fees in the College Catalog ([I.C.6-02](#)); Schedule of Classes ([I.C.6-03](#)); and Fees, Payments, and Refunds webpage ([I.C.6-04](#)). The Fees, Payments, and Refunds web page provides information about fees including links to a Fee and Refund Chart, which summarizes fee information for each term ([I.C.6-05](#)). The chart includes information about the type of fee, amount, educational code associated with the fee, waivers, and appropriate refund policy.

Cost of Textbooks and Course Materials

The College accurately informs current and prospective students regarding the cost of textbooks and course materials through the online Class Schedule, which includes direct links to textbook information from the College bookstore for every class section ([I.C.6-06](#)). Students

may also access textbook information directly from the College's bookstore website ([I.C.6-07](#)). The online Class Schedule also lists required instructional materials fees for courses where applicable ([I.C.6-08](#)). Required instructional materials fees are approved through the College's curriculum review and approval process and based on Title 5 requirements. The College also provides faculty with an accessible syllabus template with guidelines for including information about all required and recommended textbooks and course materials ([I.C.6-09](#)).

Total Cost of Education

MPC accurately informs current and prospective students regarding the total cost of education by providing a Net Price Calculator feature on its Financial Aid website ([I.C.6-10](#)). The Net Price Calculator provides an estimated cost of attendance at MPC, including a breakdown of estimated room and board and the costs associated with books and supplies, tuition and fees, and other personal expenses.

Analysis and Evaluation

The College meets the Standard. MPC provides accurate information to current and prospective students regarding the total cost of education, such as tuition and fees, through the College Catalog, website, Schedule of Classes, and Board Policies.

STANDARD I.C.7 *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

Evidence of Meeting the Standard

In order to assure institutional and academic integrity, Monterey Peninsula College uses and publishes Board Policy 4030 ([I.C.7-01](#)), which was most recently revised, reviewed, and approved by the Board of Trustees in summer 2022. The intent of the Academic Freedom policy is to make clear MPC's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The development of the revised policy was undertaken by a faculty work group, which then brought the policy through participatory governance groups for discussion, input, and revision, allowing for College-wide discussions about the definition of academic freedom; its application to the faculty evaluation process and tenure; the rights afforded to students; and the role of academic freedom in advancing equity, diversity, inclusion, and antiracism at the College ([I.C.7-02](#)).

Academic Freedom and Faculty

BP 4030 provides faculty with assurance of the College's commitment to free pursuit and dissemination of knowledge and support of intellectual freedom. Discussions about academic freedom occur regularly in new full- and part-time faculty orientations, as part of MPC's training for faculty participating on peer evaluation and tenure committees, within the Teaching and

Learning Committee (TL&C), and in the Peer Observation Program, which was piloted in the 2021-22 academic year. BP 4030 is located on the institution's website ([I.B.7-03](#)), referenced included in the Faculty Handbook ([I.C.7-03](#)), which is reviewed during faculty orientations, and included in Canvas training modules for peer evaluations and the Peer Observation Program ([I.C.7-04](#)).

Academic Freedom and Students

BP 4030 provides students with assurance of the College's commitment to free pursuit and dissemination of knowledge and support of intellectual freedom. In addition, these concepts are further reinforced through MPC's Student Rights and Responsibilities, which are published in the College Catalog ([I.C.7-05](#)) and on the College website ([I.C.7-06](#)). Student Rights and Responsibilities further elaborates, providing information about protection of freedom of expression, protection against improper evaluation, and protection against improper disclosure.

Analysis and Evaluation

The College meets the Standard. MPC has an approved Board Policy on academic freedom that asserts its commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

STANDARD I.C.8 *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.*

Evidence of Meeting the Standard

Monterey Peninsula College publishes clear policies and procedures that promote honesty, responsibility, and academic integrity in a variety of locations including the College website, College Catalog, and course syllabi. Students may also receive additional information with program-specific policies and procedures that define expectations related to a given discipline.

Academic Honesty and Integrity

The College publishes clear policies and procedures regarding academic standards, including standards for academic honesty, in the College Catalog ([I.C.8-01](#)). The institution's academic standards include definitions of plagiarism and cheating as well as their related consequences. MPC faculty have multiple resources tied to academic honesty including syllabus guidelines in the Faculty Handbook ([I.C.1-13](#)), sample language provided in a syllabus template ([I.C.8-02](#)), and academic integrity software integrated into the College's Canvas Course Management System (CMS) ([I.C.8-03](#)).

Students taking classes that use Canvas, including all distance education students, access the system by signing into the College's central authentication system using their secure username

and password ([I.C.8-04](#)). By signing into the College’s central authentication system, students indicate that they agree to the MPC Lobo Apps Cloud Access Policy, which prohibits activities including sharing user accounts, unauthorized access to College systems, and forging the identity of another user ([I.C.8-05](#)).

Student Behavior and Consequences for Dishonesty

MPC publishes clear policies and standards regarding student rights and responsibilities, including student behavior and consequences for dishonesty, in the College Catalog ([I.C.7-05](#)) and on the College website ([I.C.7-06](#)). The Student Rights and Responsibilities include expectations for student conduct, College values, grounds for student discipline, penalties, administration of discipline, resolution, hearings, decisions, and appeal. These expectations apply to all students regardless of location or mode of instruction.

Institutional Code of Ethics

The College has established, in Board Policy 3050, the District’s commitment to “the ethical principles of honesty, integrity, accountability, respect, and trust ([I.C.8-06](#)) and, in Administrative Procedure 3050, clearly delineates the purpose, commitment, limitations, and principles of the College’s Institutional Code of Ethics for all District employees ([I.C.8-07](#)). This Board Policy and Administrative Procedure are published on the College’s website ([I.C.8-08](#)).

Analysis and Evaluation

The College meets the Standard. MPC publishes clear policies and procedures regarding academic honesty, integrity, and student behavior. The published Student Rights and Responsibilities provides detailed information about student behavior, including academic honesty, and the consequences for misconduct. In addition, clear policies and procedures regarding the College’s Institutional Code of Ethics for District employees have been established and are published on the College’s website.

STANDARD I.C.9 *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard

Monterey Peninsula College’s faculty distinguish between personal conviction and professionally accepted views in a given discipline and present data and information fairly and objectively, which is supported by College policies and procedures. Board Policy 4030 ([I.C.7-01](#)) establishes guidance for faculty to distinguish between personal conviction and professionally accepted views within their discipline. The Board Policy includes the language of ACCJC Standard I.C.9.

Official CORs are developed by discipline faculty and subsequently reviewed and approved through the College’s course review and approval process ([I.C.1-11](#)). During this process, members of the CAC review course descriptions, outcomes, objectives, content, textbook, course materials, and other components of the curriculum. This process allows any biases to be

identified and addressed prior to course approval. The MPC Faculty Handbook ([I.C.1-13](#)) and Article 28 of the MPC/MPCTA Collective Bargaining Agreement ([I.C.9-01](#)) both reiterate the Title 5 requirement that courses must be taught according to the official COR. This information is also communicated to faculty through a beginning of term email sent by the Vice President of Academic Affairs ([I.C.1-14](#)).

Demonstration of a faculty member’s ability to distinguish between personal conviction and professionally accepted views in their discipline and their ability to present information fairly and objectively are observed during the College’s faculty evaluation process ([I.C.9-02](#)). In addition, the College’s 2021 administration of the Noel-Levitz Student Satisfaction Inventory shows that students’ satisfaction is high for questions related to Standard I.C.9:

Survey Prompt	Satisfaction Score
Faculty are fair and unbiased in their treatment of individual students	87%
Faculty take into consideration student differences as they teach a course.	83%
People on this campus respect and are supportive of each other.	93%

Source: 2021 Noel-Levitz Student Satisfaction Inventory Results ([I.C.9-03](#))

Analysis and Evaluation

The College meets the Standard. District policies and established procedures as well as the faculty evaluation process ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline and that they present data and information fairly and objectively.

STANDARD I.C.10 *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard

Institutional Code of Ethics

MPC has established Board Policy 3050 ([I.C.8-06](#)), which affirms the College’s commitment to “the ethical principles of honesty, integrity, accountability, respect, and trust.” Administrative Procedure 3050 ([I.C.8-07](#)) further elaborates on the commitment and is intended to guide District personnel in the performance of their duties in ways that align with the Code of Ethics. As stated in the procedure, all District employees are required to comply with this Code of Ethics. In addition, Board Policy 2715 ([I.C.10-01](#)) outlines specific criteria for ethical conduct and standards of practice for members of the Governing Board. The College provides clear notice of

the policy and procedure by posting them along with all other College policies and procedures on the College website ([I.B.7-03](#)).

In addition to the Institutional Code of Ethics, Article 28 of the MPC/MPCTA Collective Bargaining Agreement ([I.C.9-01](#)) outlines the faculty role, general faculty responsibilities, and responsibilities of full-time faculty. The roles and responsibilities in the Article have been negotiated with the Monterey Peninsula College Teachers Association (MPCTA) and are included in the Collective Bargaining Agreement.

Student Code of Conduct

As stated in Standard I.C.8., MPC publishes clear policies and standards regarding Student Rights and Responsibilities, including student conduct, in the College Catalog ([I.C.7-05](#)) and on the College website ([I.C.7-06](#)). The Student Rights and Responsibilities include expectations for standards of student conduct, grounds for student discipline, penalties, administration of discipline, resolution, hearings, decisions, and appeal. These expectations apply to all students regardless of location or mode of instruction.

Analysis and Evaluation

The College meets the Standard. MPC publishes its policies and procedures on Institutional Code of Ethics and Governing Board Code of Ethics/Standards of Practice on the College website. Standards of Student Conduct are posted in the College Catalog and on the College website.

STANDARD I.C.11 *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard

Monterey Peninsula College has no operations in foreign locations.

Analysis and Evaluation

This Standard does not apply to Monterey Peninsula College.

STANDARD I.C.12 *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

Evidence of Meeting the Standard

Monterey Peninsula College complies with all ACCJC Eligibility Requirements; Accreditation Standards; and Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College's Board Policy 3200 ([I.C.12-01](#)) communicates the expectation that the College will comply with all ACCJC and program-specific accreditation requirements and Administrative Procedure 3200 ([I.C.12-02](#)) outlines expectations for roles and processes to ensure continued compliance. ACCJC's 2019 Action Letter confirms that the College is in compliance with Accreditation Standards and reaffirmed its accreditation for the remainder of the College's seven-year cycle ([I.C.12-03](#)).

Public Disclosure

MPC complies with ACCJC requirements for public disclosure by providing an accreditation webpage ([I.C.1-17](#)), available within one click from the College website home page, that provides up-to-date information on accreditation status, communication from ACCJC, and accreditation-related documents such as follow-up reports, substantive change proposals, status reports, and midterm reports ([I.C.12-04](#)). When directed to act by the Commission, the College responds to meet requirements within a time period set by the Commission and discloses information required by the Commission.

Institutional Reporting and Team Visits

The College complies with ACCJC requirements for institutional reporting and team visits by preparing and submitting required reports and providing information about upcoming team visits through the College's accreditation website. Since its last accreditation site visit, the College submitted its 2019 Follow-Up Report ([I.C.12-05](#)) and 2020 Midterm Report ([I.C.12-06](#)) by the Commission's deadline. The College regularly submits annual reports ([I.C.12-04](#)) each spring in accordance with Commission policies; those reports are found on the College's accreditation website.

Substantive Change

The College complies with ACCJC requirements for prior approval of substantive changes as required by the Commission. The College has previously submitted Substantive Change Proposals for Distance Education for approval when programs exceeded 50% online and has since reported changes to mode of delivery, as required, when the College transitioned instruction online in response to the COVID-19 pandemic ([I.C.12-07](#)). The College's Accreditation Liaison Officer (ALO) regularly submits substantive change inquiry forms to the Commission informing them of new programs developed by the College ([I.C.12-08](#)).

Analysis and Evaluation

The College meets the Standard. MPC provides up-to-date information on accreditation status as well as actions and communication from ACCJC on its website, complies with ACCJC institutional reporting requirements, and effectively uses the substantive change process to notify the Commission of possible changes requiring follow-up.

STANDARD I.C.13 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

Evidence of Meeting the Standard

Honesty and Integrity in Relationships with External Agencies

Monterey Peninsula College demonstrates honesty and integrity in its relationships with external agencies through clear and consistent communication regarding its mission and accreditation status. When the College enters into formal partnerships with external agencies, it establishes formal agreements that outline roles and responsibilities, including compliance with applicable regulations. For example, the College has formal Career and College Access Pathways (CCAP) partnership agreements with each of the unified school districts in its service area. Each CCAP agreement references the College's mission and provides explicit references to Title 5 and other regulations and statutes that guide the operations of the College as they pertain to the agreement ([I.C.13-01](#)). When the College enters into an Instructional Service Agreement (ISA) with an external agency to provide instruction, it documents the arrangement in the form of a contract that outlines the details of the relationship and provides specific references to Title 5 and other regulations and statutes that guide the operations of the College as they pertain to the agreement ([I.C.13-02](#)). In addition, all of the College's Board Policies and Administrative Procedures include references to Education Code, Title 5, and other regulations and statutes to identify which regulations or statutes are supported by the policy or procedure ([I.C.13-03](#)).

Clear and Consistent Communication about Accreditation Status

MPC describes itself in consistent terms to all accrediting agencies and communicates its accreditation status to the Commission, students, and the public through a variety of means including the College website and College Catalog. The College's accreditation website provides relevant and up-to-date information regarding its current accreditation status, changes to its accreditation status, and required reports and documents supporting compliance with ACCJC and external accreditation agency policies ([I.C.1-17](#)).

Analysis and Evaluation

The College meets the Standard. MPC demonstrates honesty and integrity in its relationships with external agencies through clear and well documented agreements that include consistent representation of its mission and compliance with applicable regulations. The College

consistently communicates up-to-date accreditation information regarding its accreditation status through its accreditation website.

STANDARD I.C.14 *The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard

Monterey Peninsula College is a publicly funded, open-access institution, and its mission, values and goals explicitly emphasize student learning and achievement as paramount to all other objectives. The College has no investors or parent organization and emphasizes policies, procedures, and practices that ensure that MPC maintains its commitment to high quality education, student learning, and student achievement over any external interests. The College's EMP demonstrates MPC's commitment to strategic goals and initiatives that focus on providing high quality education and supporting student learning and student achievement. Board Policy 2710 ([I.C.14-01](#)), Administrative Procedures 2710 ([I.C.14-02](#)), and Administrative Procedure 3050 ([I.C.8-07](#)) all further reinforce the institution's commitment by preventing Governing Board members and employees from having financial interest in matters in which they have influence and prohibiting them from using their position to benefit any individual or agency apart from the welfare of the District.

MPC further demonstrates its commitment to high quality education, student learning, and student achievement through its institutional assessment and planning practices such as Comprehensive Program Review ([I.A.2-01](#)), Annual Program Review Update ([I.A.2-02](#)), which both inform the resource allocation process and budget assumptions used in financial planning. Program Review and the planning and resource allocation process (described in more detail in Standards I.B.4, 1.B.5, and 1.B.9) ensures that the College plans and allocates resources primarily for the improvement of student learning, consistent with the College's mission.

Analysis and Evaluation

The College meets the Standard. As a publicly funded, open-access institution, MPC does not have external investors or parent organizations that seek to profit from its operations or programs. The College's EMP and its Program Review and resource allocation processes focus entirely on goals, operations, and outcomes that demonstrate the College's commitment to providing high quality education and supporting student learning and student achievement.

Conclusions on Standard I.C. Institutional Integrity

Monterey Peninsula College, through systematic multi-stage, multi-person processes and regular review of policies, procedures, and content, assures clarity, accuracy, currency, and integrity in all representations of its mission, programs, services, and accreditation status to students and prospective students, personnel, related persons or organizations, and the public. MPC is committed, and widely communicates its commitment, to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The Colleges publishes clear policies and procedures regarding academic honesty, integrity, and student behavior, and, in accordance with established, regularly reviewed, and clearly communicated College policies and procedures, MPC's administration, faculty, staff, and Governing Board members act honestly, ethically, and fairly in performance of duties.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.C.1-01	2021-2022 Monterey Peninsula College Catalog
I.A.4-02	2021-2022 Monterey Peninsula College Catalog, Mission and Goals (pp. 8-9)
I.B.2-06	2021-2022 Monterey Peninsula College Catalog, Program Requirements, Courses, and Learning Outcomes (pp. 81-313)
I.C.1-02	2021-2022 Monterey Peninsula College Catalog, Student Support Services (pp. 48-52)
I.C.1-03	MPC Timeline for Catalog Development
I.C.1-04	Catalog Revisions - Area Review Tracking Sheet
I.C.1-05	Board Agenda Item, Approval of 2021-2022 Catalog - June 2021
I.A.4-01	MPC Website, Mission and Goals
I.C.1-06	MPC Website, Academic Affairs
I.C.1-07	MPC Website, Student Services
I.C.1-08	MPC Website, Content Management System Approval Sample
I.C.1-09	Admissions and Records Fee
I.C.1-10	Director of Marketing and Communications Job Announcement
I.B.2-06	2021-2022 Monterey Peninsula College Catalog, Program Requirements, Courses, and Learning Outcomes (pp. 81-313)
I.C.1-11	Administrative Procedure 4022 - Course Approval

I.C.1-12	<u>2021-2022 Monterey Peninsula College Catalog, General Education Outcomes (pp. 70-71)</u>
I.C.1-13	<u>2022-2023 MPC Faculty Handbook, Course Syllabi (pp. 39-40)</u>
I.C.1-14	<u>Beginning of Term Faculty Email - Fall 2021</u>
I.C.1-15	<u>OAA Syllabi Archive and Tracking Sheet Excerpt</u>
I.C.1-16	<u>2021-2022 Monterey Peninsula College Catalog, Accreditation (p. 4)</u>
I.C.1-17	<u>MPC Website, Accreditation</u>
I.C.2-01	<u>MPC Website, Catalogs and Class Schedules</u>
I.C.2-02	<u>2022-2023 MPC Catalog (Online Catalog Website)</u>
I.C.2-03	<u>Academic Affairs Catalog Revision Campus Announcement</u>
I.B.2-08	<u>MPC Cycle of Learning Assessment</u>
I.A.2-01	<u>2021-2022 Comprehensive Program Review Template</u>
I.A.2-02	<u>2021-2022 Annual Program Review Update Template</u>
I.B.1-01	<u>2021-2022 Comprehensive Program Review Template, Student Learning Achievement Prompt</u>
I.B.8-05	<u>AAAG Agenda Item, Nursing Program Review - May 2022</u>
I.B.8-06	<u>AAAG Agenda Item, Humanities Program Review - April 2022</u>
I.B.8-07	<u>Board Agenda Item, Nursing Program Review - May 2022</u>
I.B.8-08	<u>Board Agenda Item, Humanities Program Review - May 2022</u>
I.B.8-09	<u>MPC Website, Planning, Research, and Institutional Effectiveness (PRIE), Program Review</u>
I.B.1-02	<u>ACCJC Annual Report 2021, Achievement Metrics, ISS, Stretch Goals - PAG Presentation - April 2021</u>
I.B.3-06	<u>Institution-set Standards & Stretch Goals - To E(W) or Not to E(W) - PAG Presentation March 2022</u>
I.C.3-01	<u>AB705 Improvement Plan Presentation to Campus Governance Groups - February 2022</u>
I.C.3-02	<u>Board Agenda Item, Advanced Planning Calendar - August 2022</u>
I.C.3-03	<u>Board Agenda Item, AB 705 Presentation - April 2022</u>
I.B.6-07	<u>2022 MPC UMOJA Program Update Board Presentation</u>
I.C.3-04	<u>2022-2023 MPC Catalog, Completion and Transfer Rates</u>
I.C.3-05	<u>MPC Website, Planning, Research, and Institutional Effectiveness, Research & Data</u>
I.A.3-01	<u>Administrative Procedure 4023 - Academic Program Development and Approval</u>
I.C.4-01	<u>2021-2022 Monterey Peninsula College Catalog, Degree and Certificate Information (pp. 68-69)</u>

I.B.2-06	2021-2022 Monterey Peninsula College Catalog, Program Requirements, Courses, and Learning Outcomes (pp. 81-313)
I.C.4-02	Spanish Program Information Sheet
I.C.4-03	Gender and Women’s Studies Program Information Sheet
I.C.4-04	Biology Program Information Sheet
I.C.4-05	Sustainable Hospitality Management Program Information Sheet
I.C.4-06	MPC Website, Career and Academic Pathways
I.B.7-01	Board Policy 2410 - Board Policies and Administrative Procedures
I.B.7-02	Administrative Procedure 2410 - Board Policies and Administrative Procedures
I.C.5-01	Academic Affairs Board Policy Review Tracking
I.C.6-01	Board Policy 5030 - Fees
I.C.6-02	2021-2022 Monterey Peninsula College Catalog, Fees (p. 19)
I.C.6-03	Spring 2022 MPC Schedule of Classes (p. 6)
I.C.6-04	MPC Website, Fees, Payments, and Refunds
I.C.6-05	MPC Fee and Refund Chart - Spring 2022
I.C.6-06	WebReg Schedule Listing - MATH 16 with Textbook Links
I.C.6-07	MPC Bookstore Website Textbook Search
I.C.6-08	Online Class Schedule Listing, Materials Fees (HOSP 82)
I.C.6-09	2021-2022 Monterey Peninsula College Catalog, Instructional Materials Fees (pp. 19, 226-227)
I.C.6-10	MPC Website, Financial Aid, Net Price Calculator
I.C.7-01	Board Policy 4030- Academic Freedom
I.C.7-02	Academic Senate Meeting Agenda and Minutes, Board Policy 4030 - May 2022
I.B.7-03	MPC Website, Governing Board Policies
I.C.7-03	2022-2023 MPC Faculty Handbook, Academic Freedom (p. 16)
I.C.7-04	Peer Observation Program Academic Freedom Training Module
I.C.7-05	2021-2022 Monterey Peninsula College Catalog, Student Rights and Responsibilities (pp. 54-59)
I.C.7-06	MPC Website, Student Rights and Responsibilities
I.C.8-01	2021-2022 Monterey Peninsula College Catalog, Academic Standards (pp. 33-34)
I.C.8-02	Accessible Course Syllabus Template
I.C.8-03	Canvas Turnitin Simcheck System
I.C.8-04	MPC Lobo Apps Single Sign-in System
I.C.8-05	MPC Lobo Apps Computer and Network Acceptable Use Agreement (AUA)

I.C.8-06	<u>Board Policy 3050 - Institutional Code of Ethics</u>
I.C.8-07	<u>Administrative Procedure 3050 - Institutional Code of Ethics</u>
I.C.8-08	<u>MPC Website, Governing Board Policies, BP & AP 3050</u>
I.C.9-01	<u>2019-2022 MPCTA Agreement, Article 28 - Faculty Professional Duties (pp. 149-150)</u>
I.C.9-02	<u>MPCTA Agreement, Article 14 - Faculty Evaluation (pp. 63-97)</u>
I.C.9-03	<u>2021 Noel-Levitz Student Satisfaction Inventory Results</u>
I.C.10-01	<u>Board Policy 2715 - Code of Ethics/Standards of Practice</u>
I.C.12-01	<u>Board Policy 3200 - Accreditation</u>
I.C.12-02	<u>Administrative Procedure 3200 - Accreditation</u>
I.C.12-03	<u>ACCJC 2019 Action Letter</u>
I.C.12-04	<u>MPC Website, Accreditation Reports and Communication</u>
I.C.12-05	<u>2018 MPC Accreditation Follow-Up Report</u>
I.C.12-06	<u>2020 MPC Accreditation Midterm Report</u>
I.C.12-07	<u>2022 ACCJC Approval of Distance Education Modality Change</u>
I.C.12-08	<u>2022 ACCJC Acknowledgement of New Programs</u>
I.C.13-01	<u>2022-2023 Career and College Access Pathways (CCAP) Partnership Agreement</u>
I.C.13-02	<u>MPUSD Instructional Service Agreement - Agency Agreement - Fall 2021</u>
I.C.13-03	<u>Board Policy 4020 - Program, Curriculum, and Course Development</u>
I.C.14-01	<u>Board Policy 2710 - Conflict of Interest</u>
I.C.14-02	<u>Administrative Procedure 2710 - Conflict of Interest</u>

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this Standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

STANDARD II.A.1 *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Evidence of Meeting the Standard

Instructional Programs Consistent with Mission

Monterey Peninsula College ensures that its instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the College's mission through its rigorous curriculum development, review, and approval process, which is outlined in Administrative Procedure 4023 ([I.A.3-01](#)). The College's mission includes welcoming "all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education." All course and program offerings are designed to fall into one of these categories or program goals.

All new and revised programs, regardless of location or means of delivery, undergo a rigorous curriculum approval process that is facilitated by the College's online curriculum management system, CourseLeaf. As part of the proposal for a new program or program revision, faculty must select the program goal (career technical education, transfer, or local) and corresponding award type (associate degree or certificate); provide rationale for proposing or revising a program; and describe how the program aligns with the College mission, Education Master Plan (EMP), and institutional goals ([II.A.1-01](#)). As part of the curriculum review and approval process, the justification and alignment are verified and validated at the division, Dean, and provost/vice president stages of review ([I.B.2-05](#)).

Instructional Programs are Appropriate to Higher Education

The College ensures that all instructional program offerings, regardless of location or means of delivery, are appropriate to higher education through the rigorous curriculum review and approval proposal process as outlined in Administrative Procedure 4023. The Academic Program Development and Approval procedure and its related curriculum review and approval process ensure that the College follows guidelines, standards, and practices as required by the California Community College Chancellor's Office (CCCCO), Title 5, and ACCJC Accreditation Standards ([I.A.3-01](#)). The process includes prompts for faculty to identify how the curriculum fits within the College's existing curriculum inventory as well as how it may be similar to programs at other colleges in the service area ([II.A.1-02](#)). In addition, the curriculum review process includes the College's Articulation Officer, who verifies that requirements for state-wide model curricula, such as Associate Degrees for Transfer (ADT) and University of California Transfer Pathways (UCTP) are followed appropriately and submitted for external review and validation ([I.B.2-05](#), [II.A.1-03](#)). The College's Curriculum Advisory Committee (CAC) undergoes annual training on Chancellor's Office Curriculum Certification and related requirements ([II.A.1-04](#), [II.A.1-05](#)).

Instructional Programs Culminate in Attainment of Student Learning Outcomes

MPC ensures that all instructional programs, regardless of location or means of delivery, culminate in student attainment of identified student learning outcomes by intentionally embedding the development of Program Learning Outcomes (PLOs) in the curriculum design, review, and approval process. The College's Academic Program Development and Approval procedure ([I.A.3-01](#)) is facilitated by the recently adopted online curriculum management system, CourseLeaf. In setting up the new system, the curriculum team worked closely with Learning Assessment Committee (LAC) leaders to establish form elements that provide stronger guidance in writing outcomes, mapping to competencies, and identifying representative assessment strategies ([II.A.1-06](#)). All new or revised programs must include appropriate PLOs and corresponding methods of assessment in order for faculty to initiate proposals into the curriculum workflow. Before a new program proposal or revision is approved, the outcomes are thoroughly reviewed by the SLO Coordinator, Technical Review Committee, and CAC ([I.B.2-05](#)). PLOs are included in the Program Outlines of Record ([I.B.2-03](#), [I.B.2-04](#)) and in the College Catalog ([I.B.2-07](#)).

Instructional Programs Culminate in Achievement of Degrees, Certificates, Employment, or Transfer

The College ensures that all instructional programs, regardless of location or means of delivery, culminate in the achievement of degrees, certificates, employment, or transfer to other higher education programs. The types of degrees granted by the District are identified in Board Policy 4100 ([II.A.1-07](#)). MPC's Academic Program Development and Approval procedure ([I.A.3-01](#)) ensures that programs are designed in ways that align with students' academic goals. The online curriculum management system that facilitates design, revision, review, and approval of instructional programs requires program goal and award type to be identified for all programs ([II.A.1-08](#)).

In addition, program curriculum information is thoroughly reviewed through the College's curriculum review and approval process before being approved by the CAC and Governing Board. Program goals and award types are listed on Program Outlines of Record ([I.B.2-03](#), [I.B.2-04](#)). The list of programs of study and associated degrees and/or certificates is included in the MPC Catalog of Courses ([II.A.1-09](#), [II.A.1-10](#)).

Analysis and Evaluation

The College meets the Standard. MPC's Academic Program Development and Approval procedure and curriculum review and approval process ensure that all instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with MPC's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

STANDARD II.A.2 *Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

Evidence of Meeting the Standard

Faculty Role in Ensuring Academic and Professional Standards for Instruction

All Monterey Peninsula College faculty bear the primary responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The CAC ([II.A.2-01](#)) guides MPC's faculty-driven curriculum review and approval process ([I.C.1-11](#)), ensuring that courses are reviewed and revised regularly so that course content and methods of instruction continue to meet academic and professional standards and expectations as well as requirements established by the CCCCC, Title 5, and ACCJC.

The CAC reviews all new and revised course and program proposals submitted by faculty to ensure compliance with Title 5 regulations and alignment with new transfer curriculum models and current California State Course Identification (C-ID) requirements. In addition, learning outcomes, methods of instruction, methods of evaluation, content, textbooks, and distance education methods (when applicable) are all reviewed as part of the process. The CAC comprises faculty from each of the instructional divisions, affording the committee broad discipline expertise and the ability to make recommendations across a wide array of curricular issues ([II.A.2-02](#)). As a result, all course proposals and/or program proposals are evaluated systematically, thereby ensuring that the resulting courses and programs consistently meet or exceed generally accepted academic and professional standards.

All MPC courses are required to be reviewed through the curriculum process at least once every six years as part of the College's Comprehensive Program Review process. The transition to remote instruction caused by the COVID-19 pandemic required nearly all courses to be reviewed and revised in spring 2020 to accurately reflect the methods of instruction utilized to conduct courses in the online modality ([II.A.2-03](#)). This off-cycle College-wide course revision effort provided full- and part-time faculty an additional opportunity to ensure currency of course content and the methods of instruction for both in-person and online classes.

Faculty Role in Performing Systematic and Inclusive Program Review

MPC faculty ensure program currency, improve teaching and learning strategies, and promote student success by conducting systematic and inclusive Program Review. The College's Comprehensive Program Review ([I.A.2-01](#)) and the Annual Program Review Update ([I.A.2-02](#)) processes both rely heavily on SLO assessment and student achievement data as the foundation from which faculty evaluate the effectiveness of their courses and programs and identify areas for improvement ([II.A.2-04](#)).

MPC faculty participate in the College's Annual Program Review Update process, in which learning assessment data are analyzed in tandem with student achievement data provided by the PRIE Office in order to identify trends in student success, particularly performance gaps that may exist among different student subpopulations; identify factors that could be affecting student success; and identify instructional practices that have been implemented or will be implemented to support students who are struggling. This data analysis then drives the development of the Annual Program Review Update Action Plan ([I.A.3-06](#)), which translates the plans to improve student learning and success into action items, including requests for resources needed to implement the plan for improvement ([I.A.3-07](#)).

Comprehensive Program Review is a faculty-driven process conducted on a six-year cycle in order to systematically analyze and evaluate instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. During this process, faculty reflect on the curricular changes in their courses and programs and the impact of these changes on student success.

Analysis and Evaluation

The College meets the Standard. Full-time and adjunct faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations through the College's curriculum review and approval process and Program Review processes. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

STANDARD II.A.3 *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*

Evidence of Meeting the Standard

Identifying Learning Outcomes for Courses and Programs

Monterey Peninsula College faculty identify learning outcomes for courses and programs of study using procedures established by the College’s Learning Assessment Committee (LAC) ([II.A.3-01](#)) and Curriculum Advisory Committee (CAC) ([II.A.2-01](#)). Learning outcomes are foundational to all courses and programs of study (the certificates and degrees offered by the College). MPC recently transitioned to CourseLeaf, a new online curriculum management system to facilitate the development, revision, review, and approval of the College’s curriculum. In launching CourseLeaf, LAC and CAC collaborated to provide better guidance for defining learning outcomes at the course and program level with writing support, tools for mapping alignment to competencies, and identifying representative forms of assessment for each outcome ([II.A.1-06](#)). All SLOs and PLOs are reviewed by the College’s SLO Coordinator ([I.B.2-05](#)) as part of the Academic Program Development and Approval ([I.A.3-01](#)) and course approval processes ([I.C.1-11](#)). Once course and program proposals have been reviewed and approved by CAC and the Governing Board, the official Course and Program Outlines of Record are made available to all employees through a link on the College website ([II.A.3-02](#)).

Inclusion of Student Learning Outcomes in Course Outlines of Record

The College maintains officially approved and current Course Outlines of Record (CORs) that include SLOs ([II.A.3-03](#), [II.A.3-04](#)). Current approved course outlines are available online through the College’s CAC website ([II.A.3-02](#)).

Assessing Learning Outcomes for Courses, Programs, Certificates, and Degrees

MPC faculty regularly assess learning outcomes for courses and programs of study using procedures established by the LAC. The College has established a three-year cycle of assessment for courses as well as a five-year cycle of assessment for programs that aligns with the College’s Comprehensive Program Review process ([I.A.2-01](#)). As part of the curriculum review and approval process, divisions assign courses to an assessment cycle. Using the College’s learning assessment system, faculty assess each course and program by identifying assessment strategies for each learning outcome; reflecting on student performance and considering trends in student performance; and identifying recommendations for improvement to course curriculum, instructional practices, assessment strategies, and resources needed to support recommendations for improvement (see also Standards I.B.1, I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, II.A.1, and II.A.2).

Course Syllabi and Learning Outcomes

MPC faculty provide students in every class session a course syllabus that includes learning outcomes from the College's officially approved COR. The MPC Faculty Handbook ([I.C.1-13](#)) notes:

Title 5 of the California Code of Regulations requires that courses be taught according to the official course outline of record. Official course outlines of records are available in each division office. Governing Board policy requires that instructors, at the beginning of the course, provide each student with written information about the course (a syllabus), to include a full description of the instructor's grading system and evaluation of student work. Course syllabi should reflect key components of the official course outline of record, including course content, course objectives, and methods of evaluation. They should also include a statement about District policy on academic integrity and plagiarism, as well as the instructor's office hours.

In addition, accreditation standards require that instructors include the student learning outcomes (SLOs) and general education outcomes (GEOs) for their courses on the course syllabus. For more information on SLOs and GEOs, see page 45.

New instructors may find the accessible course syllabus template helpful in preparing their own course syllabi. Experienced faculty members have developed many excellent course syllabi for their classes and are often willing to share samples. New instructors are encouraged to ask their Division Chairs for suggestions about developing syllabi as well as other guidance related to teaching.

A copy of the course syllabus is to be turned in to the Office of Academic Affairs by the end of the first week of classes through the appropriate Division Office Manager. A copy should also be retained in the division office.

In addition, at the beginning of each semester, faculty receive additional instructions from the Office of Academic Affairs (OAA) reiterating the requirements and providing submission instructions ([I.C.1-14](#)). Staff in the OAA review syllabi to verify inclusion of the correct learning outcomes, return them for correction as needed, and maintain a syllabi archive for future reference ([I.C.1-15](#)).

Analysis and Evaluation

The College meets the Standard. MPC faculty identify and assess learning outcomes for courses and programs of study using procedures established by LAC and CAC. Learning outcomes are included in all Course and Program Outlines of Record. And the College has processes in place to ensure that students in all sections receive a course syllabus that contains learning outcomes from the official COR.

STANDARD II.A.4 *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

Evidence of Meeting the Standard

Distinguishing Pre-Collegiate from College Level Curriculum

Monterey Peninsula College distinguishes pre-collegiate curriculum from college level curriculum through its course numbering system as identified in the College Catalog ([II.A.4-01](#)). Courses numbered 300-399 are “Credit, Non-Degree Applicable” and described in the Catalog as intended for “developmental courses in reading, writing, mathematics, English as a second language, and study and learning skills.” Courses numbered 100-299, which are classified as “Associate Degree Only,” may transfer at the discretion of the receiving institution. The College Catalog also includes clear course sequence charts for English, English as a Second Language, and Mathematics to indicate courses that are considered transfer level or below transfer level. ([II.A.4-02](#)). In addition to the College Catalog, in-person and online orientation workshops, onboarding counseling workshops, counseling appointments, and counseling courses ([II.A.4-03](#)) all inform students about the differences between the numbering system and the courses.

Supporting Students Enrolled in Pre-Collegiate Courses to Advance

The College supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum through curriculum design, placement guidance, academic counseling, and academic support. Faculty design pre-collegiate curriculum to ensure students receive the knowledge and skills needed to advance to the next level of courses. As part of the curriculum development process, faculty identify requisite knowledge/skills to support advisories, prerequisites, and related sequences of courses ([II.A.4-04](#)). In addition, pre-collegiate courses include statements to help students understand that the courses prepare students for transfer level courses ([II.A.4-05](#), [II.A.4-06](#)) though as of fall 2022, in accordance with the CCCCO’s guidance regarding California Assembly Bill (AB) 705, the College is no longer scheduling pre-collegiate English and math courses. Also in response to AB 705, English, English as a Second Language, and Mathematics have implemented guided placement instruments that assist students with selecting the appropriate courses to start in their first year of college ([II.A.4-07](#)). Counseling faculty provide additional guidance and support to assist students in selecting English, English as a second language, and mathematics courses that are appropriate for a student’s chosen education plans ([II.A.4-08](#)). As described in Standard II.B, MPC’s academic support centers provide learning support for reading, writing, mathematics, and other skills necessary for success in pre-collegiate courses ([II.A.4-09](#), [II.A.4-10](#)).

Analysis and Evaluation

The College meets the Standard. MPC clearly distinguishes pre-collegiate level curriculum from college level curriculum and, through curriculum design, clear and varied modes of communication, guided placement, counseling, and tutorial services, supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum

STANDARD II.A.5 *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Evidence of Meeting the Standard

Monterey Peninsula College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning as required by Title 5 and the CCCCO's curriculum guidelines. Administrative Procedure 4023 ([I.A.3-01](#)) outlines the College's curriculum review and approval process, which includes multiple steps to ensure that programs follow all required guidelines including Title 5 and guidelines in the CCCCO's Program and Course Approval Handbook (PCAH). In addition, Administrative Procedure 4025, which delineates the College's philosophy and criteria for the Associate Degree and general education, supports Title 5 requirements for the Associate Degree, including providing sufficient depth in the field of knowledge ([II.A.5-01](#)). The College does not currently offer baccalaureate degrees.

The CAC receives annual training based on the PCAH in order to ensure that committee members understand and follow current curriculum regulations ([II.A.1-04](#), [II.A.1-05](#)). The College's curriculum review and approval process also ensures both academic quality and rigor across all disciplines by including steps for review by faculty at the Division Chair, Technical Review Sub-Committee, and full CAC stages in the process. In addition, the College follows guidelines provided by Section 55063 of Title 5 of California Code of Regulations and the PCAH, which require that Associate Degrees include a minimum of 60 semester units ([I.C.4-01](#)).

Analysis and Evaluation

The College meets the Standard. MPC's curriculum review and approval process ensures that programs follow common practices related to American higher education by complying with state requirements for community college curriculum and that all associate degrees require a minimum of 60 semester units.

STANDARD II.A.6 *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

Evidence of Meeting the Standard

Monterey Peninsula College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education through the use of models and data, including model course sequences, feedback from counselors regarding student education planning needs, and enrollment trends to inform the development of the Class Schedules.

As a part of the College's Guided Pathways (GP) work, model course sequence maps were designed to help guide students in completing certificate and degree requirements within a period of time consistent with the established expectations for the program ([I.C.4-02](#), [I.C.4-03](#), [I.C.4-04](#)). Model course sequence maps were designed to support completion of Associate's Degrees in two years and certificates in one or more semesters. Model course sequence maps are intended to provide suggested sequences of coursework to complete a program in the most efficient time. Students are directed to meet with a counselor for assistance with creating a personalized education plan based on their academic, career, and personal goals ([II.A-6-01](#), [II.A-6-02](#)).

Class Schedules are developed through collaboration between faculty, Department Chairs, Division Chairs, and Deans. Schedule development timeline and processes includes a number of steps to ensure that schedules meet the needs of students including inviting counselors to division meetings to discuss student need based on students' experience in education planning, Deans reviewing prior year enrollment trends and making recommendations for adjustments, and final review by the Vice President of Academic Affairs (VPAA) ([II.A.6-03](#)). Schedule development resources provided by the OAA include guidance for analyzing trends in enrollment to ensure that the College schedules classes to meet anticipated or changing needs of students, maximize time and location choices for students, and follow two-year plans to support students' ability to complete programs ([II.A.6-04](#)). The College follows established schedule blocks to maximize students' course scheduling options and minimize schedule conflicts in order to help ensure that students are able to enroll in courses that meet their program needs ([II.A.6-05](#)). Enrollment and waitlist data are used to evaluate how well the Class Schedule meets student demand and to make adjustments in order to ensure that students can access courses needed to complete their programs where possible ([II.A.6-06](#)).

Analysis and Evaluation

The College meets the Standard. MPC uses models and data to guide schedule development in order to ensure that courses are scheduled in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

STANDARD II.A.7 *The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard

Understanding the Diverse and Changing Needs of Students

Monterey Peninsula College is committed to supporting equity in success for all students by working to understand their diverse and changing needs through regular analysis of data related to enrollment and student learning and achievement as well as feedback from students. As discussed in Standard II.A.6, the Class Schedule is developed in collaboration between Division Chairs, Department Chairs, and Deans and informed by guidelines from the OAA, which include reviewing prior year enrollment trends and maximizing time and location choices for students ([II.A.6-04](#)). The PRIE Office has implemented a number of surveys designed to gather feedback from students, including feedback on course taking preferences, priorities, and satisfaction ([II.A.7-01](#), [II.A.7-02](#)). Additional surveys were implemented during the COVID-19 pandemic, including surveys to help inform decisions about how to adjust class schedules during the transition online and then back to in-person instruction ([II.A.7-01](#)). In addition, the College's schedule development process and timeline include steps where feedback is solicited from counselors, whose role in supporting student education planning and selecting classes provides valuable insight on student need ([II.A.6-03](#)).

Instructional Delivery Modes to Support Student Needs

To meet the diverse and changing needs of its students, increase access, and support equity in success for all students, MPC offers courses in person during the day and evening at the Monterey Campus and Marina Education Center (MEC) as well as online. Administrative Procedure 4105 outlines standards for online instruction, including standards of course quality and instructor preparation ([II.A.7-03](#)). AP 4105 also outlines the process for distance education courses to be reviewed and approved by CAC. The review and approval process ensures that courses approved for distance education meet applicable CCCCCO, Title 5, and ACCJC requirements, which include maintaining regular and effective interaction between the instructor and students and among students, delivering course content that is equivalent to face-to-face courses, and providing content that meets Section 508 regulations for accessibility. The procedure also outlines the requirements for faculty preparation and training in order for faculty to be eligible to teach online. In order to secure approval to offer courses online or through a hybrid mode of instruction, the College's curriculum system requires faculty to identify the methods of regular and effective contact along with intended frequency and purpose ([II.A.7-04](#)). All online course proposals are reviewed by the College's Online Education Coordinator and CAC before approval ([I.C.1-11](#)). The College's Online Education support team provides a variety of professional development opportunities, resources, and one-to-one assistance to help faculty design and deliver online courses and help students be prepared to succeed in online learning ([II.A.7-05](#)). The College monitors student success in online courses through institutional data dashboards ([II.A.7-06](#)) and regularly updates its online education strategic priorities to ensure continued alignment with MPC's EMP and to focus on areas that will contribute to greater online student success ([I.B.2-08](#)).

Teaching Methodologies to Support Student Needs

MPC faculty demonstrate a commitment to using teaching methodologies that reflect the diverse and changing needs of its students through participation in committees, learning assessment, Program Review, curriculum development, and professional development. Effective use of teaching methodologies is a central focus for a number of College committees including the newly established Teaching and Learning Committee (T&LC) ([I.B.1-05](#)), Online Education Committee, ([II.A.7-07](#)), and Academic Senate ([II.A.7-08](#)). Each of these committees supports institutional dialogue and improvement related to teaching and learning. In addition, the T&LC Committee Charge and Activities and Academic Senate's Annual Goals ([II.A.7-09](#)) integrate clear commitments to equity and antiracism, exemplifying some of the ways in which the College is activating its commitment to equity in student success.

The College's learning assessment system provides an opportunity for faculty to reflect on their instruction and identify recommendations for improving student learning through a variety of means including resources, curriculum, and instructional methodologies ([II.A.7-10](#)). The Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes provide further opportunities for faculty to reflect on teaching methodologies as they relate to programmatic themes, equity considerations, and overall student learning and student achievement. Recommendations for improvement resulting from learning assessment, Program Review, or other practices may result in changing teaching methodologies through new or revised curriculum proposals, professional development, and the consideration of pedagogical approaches.

The College supports professional development opportunities, including those related to teaching methodologies, through its institutional Flex days ([II.A.7-11](#)), online education training ([II.A.7-12](#)), and conference attendance. In addition, through a partnership between MPC's Guided Pathways team and Academic Senate, faculty have collaborated to establish a Student Ready Program (SRP) pilot, which includes targeted professional development to support Math and English faculty in enhancing curricular and pedagogical approaches to optimize student engagement with the goals of increased student retention, completion, and persistence and substantive progress in equity in student success ([I.B.1-06](#)). Pilot participants commit to a minimum of three professional development activities including the Student Ready MPC workshop, conducted in spring 2022, which engaged pilot faculty participants as well as College staff and administrators in two days of presentations and activities covering topics such as culturally responsive curriculum and grading for equity ([II.A.7-13](#)). In addition, the College, recognizing the need to strengthen the availability and coordination of professional development, established a Faculty Coordinator for Professional Development ([II.A.7-14](#)). The new Coordinator has conducted an assessment of current professional development needs across constituencies, surveyed professional development models at other colleges, and initiated a pilot to make additional professional development toolkits available, including many that focus on teaching tools and methodologies ([II.A.7-15](#)).

Student Support Services to Support Student Needs

The College effectively provides learning support services that reflect the diverse and changing needs of its students and support of equity in success for all students through the Library and multiple academic support centers, which provide support in-person on the Monterey Campus and at the MEC as well as online. The Library provides in-person and online services including library instruction, research databases, technology access, and a number of other services ([II.A.7-16](#)). The Reading and Writing Center (RWC); Math Learning Center (MLC); Science, Technology, Engineering, and Math Cohort Enhanced Learning (STEM CEL); Tutoring and Academic Success Center (TASC); and TRIO Learning Center all provide students with in-person and online support including tutoring in the disciplines supported by each center ([II.A.7-17](#)). In addition, students may access numerous other student services online through the College website ([II.A.7-18](#)) or by visiting the Online Student Services Hub ([II.A.7-19](#)) in the Canvas Course Management System (CMS).

Analysis and Evaluation

The College meets the Standard. MPC actively works to understand the diverse and changing needs of its students in order to plan and implement delivery modes, teaching methodologies and learning support services that support equity in success for all students

STANDARD II.A.8 *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

Monterey Peninsula College does not administer department-wide examinations. Some of the College's Career Education programs may administer industry-specific qualifying examinations or test instruments comparable to those used for certification or licensure. For example, the Business Skills program offers courses that prepare students for certification in Microsoft Office ([II.A.8-01](#)); Computer Science and Information Systems offers courses that prepare students for the CompTIA A+, CompTIA Security+, and Cisco Certified Network Associate (CCNA) certification exams ([II.A.8-02](#)); and the Nursing program uses the standardized Test of Essential Academic Skills (TEAS) and National Council Licensure Examination for Registered Nurses (NCLEX) to assess nursing student readiness.

The College is in the process of fully implementing its Administrative Procedure 4235 ([II.A.8-03](#)), which provides students with the opportunity to earn credit for prior learning (CPL) in one of seven categories: Advanced Placement examination, International Baccalaureate (IB) examination, College-Level Examination Program (CLEP) examination, credit by examination, military service/training, student-created portfolio assessment, and industry recognized credentials. Advanced Placement, IB, and CLEP examinations are external standardized examinations recognized by the College as indicated in the College Catalog ([II.A.8-04](#)). Credit by examination is administered locally for examination as indicated in the College Catalog ([II.A.8-](#)

05). Faculty determine if the option for credit by examination will be available for a course as part of the curriculum development, review, and approval process ([II.A.8-06](#)). When students request credit by examination for approved courses, discipline faculty administer an exam comparable to a comprehensive final examination used in the course in order to determine mastery of the course content as set forth in the official COR ([II.A.8-07](#)). The use of credit by examination assessments based on those used when the class is taught ensures consistency. At this time, no courses have been approved for credit for military service/training, student-created portfolio assessment, or industry recognized credential.

Analysis and Evaluation

The College meets the Standard. MPC does not use department-wide examinations, but does have established protocols for assessment of prior learning.

STANDARD II.A.9 *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Evidence of Meeting the Standard

Course Credit and Program Awards Based Attainment of Learning Outcomes

Monterey Peninsula College awards course credit based on attainment of course-level SLOs and course objectives. Course-level SLOs, which are established by faculty as part of the College's curriculum development process, describe the skills and knowledge that students will be able to demonstrate upon completion of a course ([I.C.1-11](#)). Faculty identify representative types of assessment (e.g., written examination, performance evaluation, skills demonstration, portfolio presentation, and oral presentations), which may be used to evaluate student attainment of SLOs ([II.A.9-01](#)). All new and revised course proposals are reviewed by CAC to ensure that all courses meet curriculum requirements as required by Title 5 of the California Code of Regulations, California Education Code, the CCCCCO, and the ACCJC.

Faculty assess the degree to which students meet the course-level SLOs through corresponding assessments administered when they teach the class. Students are awarded grades based on their performance on each assessment for the course as described in the course syllabus ([II.A.9-02](#)). To receive course credit, students must earn a letter grade of at least a "D" in the course (or "Pass" in a pass/no pass course). Administrative Procedure 4230 establishes that courses must be graded using the grading system established in Title 5 ([II.A.9-03](#)), and the College's grading policy is communicated through the College Catalog ([II.A.9-04](#)). Successful completion of courses, with passing grades based on attainment of student learning outcomes, is required for completion of degrees and certificates. Board Policy 4100 establishes conditions under which the College grants associate degrees and certificates ([II.A.1-07](#)). Associate degrees require students to maintain a 2.0 average in degree-applicable courses and "satisfactorily

completed” all courses in the major or area of emphasis with grades of A, B, C, CR (credit), or P (pass). Certificates recognize a student’s satisfactory completion of a program of study and are awarded upon completion of all certificate requirements, including the requirement that each course in the certificate be completed with a grade of C or better or a P. The College’s Office of Admissions and Records verifies that all course work has been completed according to the requirements prior to issuing diplomas or certificates ([II.A.9-05](#)).

Units of Credit Standards

MPC awards units of credit consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Administrative Procedure 4020, which defines the relationship between student learning hours and units of credit awarded by the College ([II.A.9-06](#)), reflects requirements established in Title 5 of the California Code of Regulations, Education Code, the CCCC’s PCAH, and by the ACCJC. The College’s course approval procedure includes a multi-person, multi-step process for verifying compliance with standards for credit/hour calculations and compliance with the PCAH and Title 5 ([I.C.1-11](#)).

Clock Hour Courses

MPC does not offer courses based on clock hours.

Analysis and Evaluation

The College meets the Standard. MPC awards course credit, degrees, and certificates based on student attainment of learning outcomes. Students earn grades based on performance on course assessments, which demonstrate a student’s mastery of learning outcomes. Grades are used to determine successful course completion, and course grades are used to determine the completion of programs. Units of credit awarded are consistent with College policies that are based on Title 5, CCCC, and ACCJC Standards and requirements.

STANDARD II.A.10 *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Evidence of Meeting the Standard

Transfer-of-Credit Policies

Monterey Peninsula College provides students with clearly stated transfer-of-credit policies and guidelines through the College Catalog; through the Career and Transfer Resource Center (CTRC); and on the College website. The College Catalog provides guidance for students on transfer to the California State University (CSU) system; University of California (UC) system; out-of-state colleges and universities; and private universities ([II.A.10-01](#)). The College utilizes a course numbering system that organizes courses into four categories: lower division baccalaureate level and associate degree, associate degree only, non-degree applicable, and

non-credit ([II.A.4-01](#)). Transferability of courses is further clarified in the College Catalog through course descriptions, which include information regarding the transferability of each course to the CSU and/or UC as well as any transfer limitations ([II.A.10-02](#)). The College Catalog also provides information and guidance for receiving credit for prior learning through Advanced Placement examinations, IB examinations, CLEP, and credit for military service/training ([II.A.8-04](#)). The CTRC provides transfer resources, guidance, and referrals both in-person and online ([II.A.10-03](#)), and its website includes guidance for preparing to transfer as well as specific transfer guidelines and resources for CSU, UC, and other colleges and universities ([II.A.10-04](#)).

Comparison of Transferred Courses

When accepting transfer credits to fulfill degree requirements, the College ensures that expected learning outcomes for transferred courses are comparable to the learning outcomes of MPC's courses through a review by the Counseling department and other personnel involved in signing off on student graduation petitions. When seeking to use credit from other sources, including transfer of credit from other institutions, students are required to meet with a counselor and submit a graduation petition ([II.A.10-05](#)). Counselors review the graduation petition, transcripts, and other supporting documents in order to approve the petition. Counselors rely on the Transfer Evaluation System (TES), which identifies a crosswalk of courses that have been deemed comparable through a variety of means including Course Identification Numbering System (C-ID) alignment and direct articulation agreements ([II.A.10-06](#)). The Department Chairperson of the discipline in consideration must approve any course waiver or substitution requests as part of the process.

Articulation Agreements

The College has established articulation agreements as well as specific degree types to facilitate student transfer to institutions where MPC's students frequently transfer. As required by Administrative Procedure 4050 ([II.A.10-07](#)), the College has designated an Articulation Officer who is responsible for maintaining articulation agreements and seeking new agreements with selected CSU and UC campuses as well as with other colleges and universities. The Articulation Officer maintains the College's articulation agreements in the state-wide ASSIST database, which provides students and the public with information about how MPC's courses may be used to satisfy elective, general education, and major requirements at a CSU or UC campus ([II.A.10-08](#)).

The College has 29 Associate Degree for Transfer (ADT) programs that are specifically designed to facilitate transfer to a CSU ([II.A.10-09](#)) and two University of California Transfer Pathway (UCTP) degrees that are part of a new agreement to improve student transfer to a UC campus ([II.A.10-10](#)). To further facilitate transfer, the College has entered into formal agreements with neighboring California State University, Monterey Bay (CSUMB) to establish a series of "2+2" agreements designed to clarify a pathway for students to complete their first two years at MPC in a specific major and be guaranteed acceptance to the major at CSUMB, where they will complete two additional years to obtain their bachelor's degree ([II.A.10-11](#)). The College Catalog includes general transfer information as well as information related to specific transfer

pathways for each program of study ([II.A.10-12](#)). MPC's Articulation Office maintains articulation agreements with many local high schools, colleges, and universities.

Analysis and Evaluation

The College meets the Standard. MPC provides clear transfer-of-credit policies in the College Catalog and on MPC's website to assist students with transfer goals. The College has established articulation agreements with many other community colleges, CSUs, UCs as well as other colleges and universities.

STANDARD II.A.11 *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Evidence of Meeting the Standard

Monterey Peninsula College includes, in all of its degree programs, student learning outcomes appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives through the inclusion of its general education curriculum as part of the completion of every degree. Administrative Procedure 4100 outlines the requirements for completing a degree from the College, which include completion of competency requirements related to reading and writing, mathematics, and information competency as well as complete general education and major requirements and a general education pattern appropriate for the type of degree ([II.A.11-01](#)). The College has established General Education Outcomes (GEOs), which specify the knowledge and abilities students will attain by completing general education courses ([I.C.1-12](#)). Courses that are approved by the CAC for inclusion in the general education curriculum include the GEOs as one of the course SLOs ([II.A.11-02](#)).

In addition to the GEOs, the concepts listed in Standard II.A.11 also appear throughout program-specific outcomes. As part of the Academic Program Development and Approval process, faculty enter PLOs in the College's curriculum management system and identify which of the criteria are covered by the outcome ([I.B.2-01](#)). The PLOs appear in the official Program Outline of Record ([II.A.11-03](#)) and are also published in the Catalog for each program of study ([I.B.2-06](#)).

Analysis and Evaluation

The College meets the Standard. MPC includes, in all of its programs, student learning outcomes appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

STANDARD II.A.12 *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Evidence of Meeting the Standard

General Education Philosophy and Requirements

Monterey Peninsula College requires a component of general education for all of its associate degree programs that is based on a carefully considered philosophy for the associate degree and is clearly stated in the College Catalog. Board Policy 4025 and Administrative Procedure 4025 establish the College's general education philosophy that "students who receive associate degrees shall possess knowledge of basic principles, concepts and methodologies unique to, and shared by, the various disciplines" ([II.A.12-01](#), [II.A.5-01](#)). The College Catalog includes information about general education course requirements, general education learning outcomes, and general education requirements specific to CSU and UC transfer as well as the completion of local associate's degrees ([II.A.12-02](#)).

Approval of General Education (GE) Courses

The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum based upon SLOs and competencies appropriate to the degree level. As outlined in the College's Administrative Procedure 4022 ([I.C.1-11](#)), faculty submit proposals for new and revised courses along with requests for courses to be approved for General Education areas; in addition to reviewing all curriculum proposals, the Curriculum Advisory Committee (CAC) completes a separate review and approval of all general education requests. The review and approval of courses for CSU and IGETC General Education is based on criteria provided by their respective systems ([II.A.12-03](#), [II.A.12-04](#), [II.A.12-05](#)). The review and approval of courses for MPC General Education is based on criteria established in the College's General Education Standards ([II.A.12-06](#)), which include illustrations of concepts and content that appear in SLOs for each area.

General Education Learning Outcomes

MPC's general education curriculum includes learning outcomes that prepare students for, and acceptance of, responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. General Education Learning Outcomes (GEOs) are defined for each category of MPC's general education curriculum ([I.C.1-12](#)). All courses that are approved for MPC's general education curriculum include the GEO for that area as one of the course learning

outcomes ([II.A.11-02](#)). As stated in the College's General Education Standards, the GEOs specify the ways students will demonstrate knowledge and abilities gained while completing the General Education program.

Analysis and Evaluation

The College meets the Standard. MPC's general education curriculum is based on a carefully considered philosophy for the associate degree and defined in Board Policy and Administrative Procedure. The general education curriculum is recommended by faculty, approved by the CAC, and published in the College Catalog. GEOs are defined for each category of MPC's general education curriculum, which ensures that students receive a broad comprehension of knowledge and skills across the curriculum.

STANDARD II.A.13 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

Program Core Requirements

All Monterey Peninsula College degrees include focused study in at least one area of inquiry or in an established interdisciplinary core. Board Policy 4025 establishes that the associate degree represents sufficient depth of knowledge in a selected field to contribute to a lifetime of interest ([II.A.12-01](#)). Programs are developed by College faculty and undergo multiple levels of review, as outlined in Administrative Procedure 4023 ([I.A.3-01](#)), to ensure compliance with Title 5 of the California Code of Regulations and the CCCC's PCAH ([II.A.13-01](#)). All approved program of study outlines include PLOs and program requirements ([II.A.11-03](#)). PLOs and program requirements are also included in the College Catalog ([I.B.2-06](#)).

Identification of Courses for Program Core

MPC faculty identify specific courses to include in a program core based upon SLOs and competencies and include mastery at the appropriate degree level of key theories and practices within the field of study. The College offers 29 Associate Degrees for Transfer (ADTs) and two UC Transfer Pathways (UCTP), which are all aligned with the requirements established in the templates for transfer model curriculum provided by the CCCC ([II.A.1-03](#)). Faculty select courses to include in ADTs based on the established templates and alignment of courses with the statewide common course identification system. In addition, the College offers 21 Career Education associate degree programs, which are designed by faculty to lead to employment and career advancement opportunities, and 36 local associate degrees, which are designed to meet various other student educational goals. The Academic Program Development and Approval process ensures that all programs comply with the Title 5 requirement that at least 18 semester units of study must be taken in a single discipline or related disciplines ([II.A.1-07](#), [I.A.3-01](#)).

Analysis and Evaluation

The College meets the Standard. All MPC degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. Faculty identify courses to include in a program core based upon SLOs and competencies and include mastery at the appropriate degree level of key theories and practices within the field of study.

STANDARD II.A.14 *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard

Graduates completing Monterey Peninsula College Career Education certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification as evidenced by the College's industry-driven curriculum and the high pass rates graduates experience on certification exams.

MPC Career Education programs are designed to provide relevant industry-driven instruction to prepare skill builders, job seekers, current employees looking for advancement, and others to be successful in acquiring knowledge and skills necessary for careers in the discipline. The College's Academic Program Development and Approval procedure requires labor information about labor market demand to support program justification, endorsement from the regional Career Education Consortium, and endorsement of the program's industry advisory board to ensure that it meets industry requirements and employment standards ([I.A.3-01](#)). All of the College's Career Education programs have an industry advisory board comprising local area employers, representatives from industry-related career service agencies, and faculty from transfer institutions where applicable ([II.A.14-01](#)). The advisory board provides feedback and recommendations regarding program curricula to ensure that graduates continue to obtain knowledge and skills expected by employers ([II.A.14-02](#)).

MPC student performance on external licensure and certification examinations further illustrates that MPC graduates demonstrate technical and professional competencies that meet employment standards. Where applicable, the College's Career Education programs align curricula with industry licensure and certification requirements and incorporate relevant practice assessments to prepare students for external licensure and certification ([II.A.14-03](#)). The College Catalog indicates courses and programs that are designed to prepare students for industry certification and licensure ([II.A.14-04](#), [II.A.8-01](#), [II.A.8-02](#)).

Discipline	Industry Licensure and Certification Aligned with MPC Curriculum
Automotive Technology	Prepares students for Automotive Service Excellence (ASE) certifications
Business/Business Skills	Prepares students for Microsoft Office Specialist certifications
Computer Science and Information Systems	Prepares students for CompTIA Security+, Project+, ITIL v4, Cisco Certified Network Associate (CCNA), CCNA v7, Microsoft Server, EC-Council Certified Ethical Hacker (CEH), CCNA Cyber Operations, A+, CIW Database Design Specialist certifications
Emergency Medical Services	Prepares students for EMT-Basic (Ambulance) Crew Member and National Registry of EMT certifications
Fire Protection Technology - Firefighter Academy	Prepares students for California State Fire Marshal Office Firefighter I/II certification examination
Horticulture	Prepares students for Qualified Water Efficient Landscaper (QWEL), Qualified Applicator, and International Society of Arboriculture certifications
Hospitality	Prepares students for Food Safety Certification
Law Enforcement Training Program	California Commission on Peace Officer Standards and Training (POST) for entry level Peace Officers
Medical Assisting	Prepares students to take a national certification exam through the American Medical Technologists (AMT) and earn the Registered Medical Assistant (RMA) credential

Where available and applicable, the College provides data regarding student performance on external licensure and certification exams through program web sites. The College’s Maurine Church Coburn School of Nursing provides information about its students NCLEX-RN Pass Rates, which consistently exceed 90% and often achieve 100% ([II.A.14-05](#), [II.A.14-06](#)).

Analysis and Evaluation

The College meets the Standard. MPC graduates completing career education certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

STANDARD II.A.15 *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Evidence of Meeting the Standard

Monterey Peninsula College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption when programs are eliminated or program requirements are significantly changed. Administrative Procedure 4021 outlines the College's process for analyzing program performance and making recommendations to revitalize or discontinue a program ([II.A.15-01](#)). When a recommendation for program discontinuance is accepted and implemented, the College follows specific steps outlined in the procedure, which include determining class scheduling that will allow current students to complete the program, informing students of the discontinuance of the program and the planned schedule of classes, and referring students to counselors for support. In addition, Board Policy 4115 establishes catalog rights to ensure that students may complete program requirements based on the Catalog that was in effect when they began their coursework at the College ([II.A.15-02](#)).

The College has implemented the procedure to discontinue its Family Research Studies; Interior Design; Drafting; Family and Consumer Sciences; and Massage programs ([II.A.15-03](#), [II.A.15-04](#), [II.A.15-05](#)). For some programs undergoing review, such as Family and Consumer Sciences, the College found that it had already stopped offering sections based on low or no enrollment and that there were no students pursuing the degree programs and therefore no teach-out plan was necessary ([II.A.15-06](#)). In cases where the College identified students currently taking courses to complete a program, such as in Family Research Studies, the College developed and communicated a plan to students for courses to be scheduled in order to support current students completing the program ([II.A.15-07](#)). As specified in the procedure, counselors meet with students in programs considered for discontinuance to assess needs and concerns, establish a plan to complete degree requirements, and assess available alternatives as necessary.

Analysis and Evaluation

The College meets the Standard. MPC's program revitalization and discontinuance policy ensures a thorough assessment of program health and, when discontinuance is the recommended outcome, ensures that an appropriate plan is developed and implemented for students to complete their educational goals.

STANDARD II.A.16 *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard

Assessing and Improving Quality and Currency of Programs

Monterey Peninsula College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location, through Program Review, learning assessment, and the curriculum review and approval process.

The College regularly evaluates the quality and currency of its courses and programs through learning assessment and Program Review. As described in Standard I.B.2, the College recently revised its learning assessment process to better guide faculty through meaningful reflection on student learning and achievement of course-level SLOs and PLOs. Through the learning assessment process, faculty reflect on student achievement of learning outcomes and identify recommendations such as curricular changes, necessary resources, or other improvements that may support student success ([II.A.16-01](#)). The results of learning assessment are also used to inform Comprehensive Program Review and Annual Program Review Update processes as further described below.

The quality and currency of all instructional programs are established, evaluated, and continuously improved through the College's curriculum development, review, and approval processes. Administrative Procedure 4023 ([I.A.3-01](#)) and Administrative Procedure 4022 ([I.C.1-11](#)) outline the College's curriculum review and approval process for programs and courses respectively. Both processes begin with discipline faculty initiating proposals for new and revised curriculum. The review for both programs and courses involves the Division Chair, Dean, SLO Coordinator, Technical Review Subcommittee of the CAC, VPAA, Articulation Officer, and Curriculum and Catalog Technician before a review by the entire CAC, which comprises faculty representatives from each of the College divisions to ensure the quality and currency of courses and programs. ADTs are reviewed based on state-wide Transfer Model Curriculum requirements and re-reviewed, and updated as required, to ensure continued compliance with California Senate Bill (SB) 1440, the Student Transfer Achievement Reform Act ([II.A.1-03](#)). The College's Career Education programs regularly solicit feedback about courses and programs from industry advisory boards in order to maintain curriculum that reflects current industry requirements ([II.A.14-02](#)).

Systematic Evaluation and Improvement of Courses and Programs

As mentioned in Standard I.B.1, the College's Comprehensive Program Review ([I.A.2-01](#)), Annual Program Review Update ([I.A.2-02](#)), and Annual Program Review Action Plan ([I.A.3-06](#)) processes all involve dialogue, reflection, assessment, and planning to help ensure that

conversations about outcomes, equity, academic quality, institutional effectiveness, and continuous improvement systematically take place at every level of the institution. The English Department Program Review ([II.A.16-02](#)) and Psychology Department Program Review ([I.B.3-04](#)) provide examples of how faculty engage in the Program Review process to evaluate the quality and currency of their programs and courses, including a broad-based review of student achievement and learning assessment results, and to identify specific recommendations for improvement.

In addition to regular, systematic dialogue, reflection, assessment, and planning, the College's Program Review processes also provide opportunities to address timely circumstances or themes that emerge in a specific year or timeframe. For example, the most recent Comprehensive Program Review template incorporates prompts that acknowledge the impact of the COVID-19 pandemic on instruction and student services. Some of the COVID-19-specific prompts include:

- What might your program offerings look like (in terms of day/time, location, and modality) after we shift back to face-to-face instruction? How will the shift back to face-to-face instruction provide equitable opportunities for access?
- How did the transition to online learning impact the student learning and success for your courses? Are there successful instructional practices that you implemented during remote learning that you will maintain after we shift back to face-to-face instruction?
- Are particular groups of students struggling with certain learning outcomes or struggling to succeed in your courses? How might new instructional practices that you implemented for remote learning support disproportionately impacted students?

As part of the Annual Program Review Update process, faculty reflect on changes that have occurred over the previous year and analyze and discuss institutional data related to student learning and achievement in their respective areas. As part of Program Review, faculty complete Action Plans to identify resources that will help improve the quality of instruction and services to students. The Action Plan template ([I.A.3-06](#)) guides faculty to provide a rationale for each request along with an explanation of how a given request supports student success and aligns with the College's EMP. Resources identified through Program Review Action Plans are subsequently considered as part of the College's resource allocation process.

Analysis and Evaluation

The College meets the Standard. MPC regularly evaluates and improves the quality and currency of its instructional programs and courses through learning assessment processes as well as its substantive curriculum review and approval procedures. The College's Program Review processes provide regular and ongoing opportunities to evaluate and continuously improve programs and courses and in support of student learning and achievement.

Conclusions on Standard II.A. Instructional Programs

Monterey Peninsula College provides equity-minded instructional programs, regardless of location or means of delivery, consistent with the institution's mission of "providing excellent academic programs and student services that respond to the needs of our richly diverse region" for "all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education."

MPC ensures degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through its rigorous curriculum development, review, and approval process, and the College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

In all of its degree programs, MPC requires a component of general education based on a carefully considered philosophy, stated in Administrative Procedure 4025, for both associate and baccalaureate degrees, which is published in the College Catalog. The College's general education curriculum includes learning outcomes that prepare students for, and acceptance of, responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences. In addition, MPC includes, in all of its programs, student learning outcomes appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Full-time and adjunct faculty regularly engage in ensuring that the content and methods of instruction meet current, generally accepted academic and professional standards and expectations through MPC's curriculum review and approval processes as well as Comprehensive Program Review and Annual Program Review Updates, which integrate analysis of learning assessment and student achievement data with the goal of continuously improving instructional courses and programs, refining teaching and learning strategies, and promoting student success.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.A.3-01	Administrative Procedure 4023 - Academic Program Development and Approval
II.A.1-01	MPC CourseLeaf Program Proposal Form
I.B.2-05	CourseLeaf Program Proposal Review Workflow Steps
II.A.1-02	MPC CourseLeaf Program Proposal Form, Narrative Prompts
II.A.1-03	Transfer Model Curriculum (TMC) Approval Letter and Template for Social Work and Human Services - April 2022
II.A.1-04	Curriculum Advisory Committee Agenda Item, Curriculum Committee Training - October 2020
II.A.1-05	Annual Curriculum Approval Certification Form - October 2020
II.A.1-06	MPC CourseLeaf Program Proposal Form, Learning Outcome Entry Screen
I.B.2-03	English AA-T Program Outline of Record
I.B.2-04	Environmental Science AS-T Program Outline of Record
I.B.2-07	MPC Assessment System, Completed Course Assessments - Spring 2022
II.A.1-07	Board Policy 4100 - Graduation Requirements for Degrees and Certificates
II.A.1-08	MPC CourseLeaf Program Proposal Form, Program Goal Selection
II.A.1-09	2021-2022 Monterey Peninsula College Catalog, Programs of Study (pp.76-78)
II.A.1-10	2022-2023 MPC Catalog, Programs of Study
II.A.2-01	MPC Resource Guide to Institutional Decision Making, CAC Charge
I.C.1-11	Administrative Procedure 4022 - Course Approval
II.A.2-02	Curriculum Advisory Committee Membership
II.A.2-03	Tracking Document for Spring 2020 Online Transitions - Requiring Revisions (Excerpt)
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
II.A.2-04	2021-2022 Psychology Program Review Excerpt - Student Achievement
I.A.3-06	Annual Program Review Action Plan Template - Spring 2022
I.A.3-07	2020-2021 Anatomy-Physiology Department Annual Program Review Action Plan
II.A.3-01	Learning Assessment Committee Charge
II.A.3-02	MPC Website, Curriculum Advisory Committee, COR Link
II.A.3-03	ETNC 16 Course Outline of Record - African Americans in American Government
II.A.3-04	HUMS 50 Course Outline of Record - Introduction to Human Services and Social Work

I.C.1-13	2022-2023 MPC Faculty Handbook, Course Syllabi (pp. 39-40)
I.C.1-14	Beginning of Term Faculty Email - Fall 2021
I.C.1-15	OAA Syllabi Archive and Tracking Sheet Excerpt
II.A.4-01	2021-2022 Monterey Peninsula College Catalog, Course Descriptions and Numbering (p. 79)
II.A.4-02	2021-2022 Monterey Peninsula College Catalog, English, English as a Second Language, and Math Course Sequences (pp. 171, 177, 250)
II.A.4-03	COUN 10 - College Success Course Outline of Record
II.A.4-04	MPC CourseLeaf Course Proposal Form, Requisite Justification
II.A.4-05	ENGL 111 - Academic Reading and Writing Course Outline of Record
II.A.4-06	MATH 260 Course Outline of Record
II.A.4-07	MPC Website, Guided Placement
II.A.4-08	MPC Website, Counseling & Academic Advising, Education Planning
II.A.4-09	MPC Website, Reading & Writing Center
II.A.4-10	MPC Website, Math Learning Center
II.A.5-01	Administrative Procedure 4025- Philosophy and Criteria for Associate Degree and General Education
I.C.4-01	2021-2022 Monterey Peninsula College Catalog, Degree and Certificate Information (pp. 68-69)
I.C.4-02	Spanish Program Information Sheet
I.C.4-03	Gender and Women's Studies Program Information Sheet
I.C.4-04	Biology Program Information Sheet
II.A.6-01	MPC Website, Counseling, Education Planning
II.A.6-02	MPC Student Education Plan Form
II.A.6-03	2021-2022 Class Schedule Development Timeline
II.A.6-04	5-year Plan Academic Affairs & Scheduling Considerations
II.A.6-05	2019-2020 MPC Scheduling Time Blocks Fall and Spring
II.A.6-06	Section Add Form - ENGL 1A Fall 2022
II.A.7-01	PRIE Surveys Administered during COVID-19 Pandemic and Shelter-in-Place
II.A.7-02	MPC Online Student Survey - Spring 2020 - Results
II.A.7-03	Administrative Procedure 4105 - Distance Education
II.A.7-04	BUSI 1A - COR - Online Education Fields for Regular and Effective Contact
II.A.7-05	MPC Website, Online Education

II.A.7-06	MPC Intranet, PRIE Data Dashboard, Online Education Demographics and Success Trends
I.B.2-08	MPC Cycle of Learning Assessment
I.B.1-05	MPC Teaching and Learning Committee Charge
II.A.7-07	Online Education Committee - Charge and Membership
II.A.7-08	Academic Senate Bylaws
II.A.7-09	2021-2022 Academic Senate Goals
II.A.7-10	MPC Learning Assessment System - Course Assessment Screens
II.A.7-11	Spring 2022 Flex Day Schedule
II.A.7-12	Summer 2021 Online Education Professional Development Opportunities Email
I.B.1-06	GP-AS Instructional Practices Work Team, Recommendation 1 - Student-Ready Pilot Program
II.A.7-13	Student Ready MPC Professional Development Workshop Agenda - April 2022
II.A.7-14	Faculty Professional Development Coordinator Assignment Announcement Email
II.A.7-15	MPC Professional Development Toolkit Pilot Announcement Email
II.A.7-16	MPC Website, Library
II.A.7-17	MPC Website, Library & Learning Centers
II.A.7-18	MPC Website, Student Services, Advising and Support
II.A.7-19	MPC Online Student Services Hub
II.A.8-01	2021-2022 Monterey Peninsula College Catalog, Business Skills (pp. 131-132)
II.A.8-02	2021-2022 Monterey Peninsula College Catalog, Computer Science and Information Systems (pp. 138-139,142-144)
II.A.8-03	Administrative Procedure 4235 - Credit for Prior Learning
II.A.8-04	2021-2022 Monterey Peninsula College Catalog, AP, IB, and CLEP Examinations (pp. 26, 28-32)
II.A.8-05	2021-2022 Monterey Peninsula College Catalog, Credit by Examination (p. 26)
II.A.8-06	MPC CourseLeaf Course Proposal Form, Credit for Prior Learning Fields
II.A.8-07	ENGL 1A Course Outline of Record
II.A.9-01	MPC CourseLeaf Course Proposal Form, SLO Entry Screen
II.A.9-02	ENGL 1A, Course Syllabus - Spring 2022
II.A.9-03	Administrative Procedure 4230 - Grading and Academic Records Symbols
II.A.9-04	2021-2022 Monterey Peninsula College Catalog, Grading (pp. 24-25)
II.A.9-05	2022 Graduation Petition Verification Sample (Redacted)
II.A.9-06	Administrative Procedure 4020 - Student Learning Hours and Units of Credit

II.A.10-01	2021-2022 Monterey Peninsula College Catalog, Transfer Process (pp. 64-66)
II.A.10-02	2021-2022 Monterey Peninsula College Catalog, Course Descriptions (pp. 79-80, 81-313)
II.A.10-03	MPC Website, Career and Transfer Resource Center
II.A.10-04	MPC Website, Career and Transfer Resource Center, How to Transfer
II.A.10-05	MPC Graduation Petition Procedure
II.A.10-06	Transfer Evaluation System (TES) Course Comparison
II.A.10-07	Administrative Procedure 4050 - Articulation
II.A.10-08	MPC Assist, IGETC Course List
II.A.10-09	2021-2022 Monterey Peninsula College Catalog, Associate Degrees for Transfer (pp. 64-66)
II.A.10-10	2021-2022 Monterey Peninsula College Catalog, UC Transfer Pathways (p. 65)
II.A.10-11	MPC-CSUMB Biology, Marine Science, Environmental Science 2+2 MOU
II.A.10-12	2022-2023 MPC Catalog, Transfer Information
II.A.11-01	Administrative Procedure 4100 - Graduate Requirements for Degrees and Certificates
I.C.1-12	2021-2022 Monterey Peninsula College Catalog, General Education Outcomes (pp. 70-71)
II.A.11-02	ENGL 1A Course Outline of Record, GEO Excerpt
I.B.2-01	CourseLeaf Program Proposal Screen - Learning Outcomes Entry
II.A.11-03	Social Work and Human Services AAT Program Outline of Record
I.B.2-06	2021-2022 Monterey Peninsula College Catalog, Program Requirements, Courses, and Learning Outcomes (pp. 81-313)
II.A.12-01	Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
II.A.12-02	2021-2022 Monterey Peninsula College Catalog, General Education (pp. 70-74)
II.A.12-03	CSU General Education Breadth Requirements
II.A.12-04	2021 IGETC Standards, Policies and Procedures
II.A.12-05	Guiding Notes for General Education Review
II.A.12-06	MPC General Education Standards
II.A.13-01	California Community College Chancellor's Office Program and Course Approval Handbook (PCAH), Credit Programs Criteria and Standards (pp. 71-96)
II.A.14-01	Horticulture Advisory Board Meeting Minutes, Members Listing - March 2022
II.A.14-02	Hospitality Advisory Board Meeting Minutes, Curriculum Updates - January 2021
II.A.14-03	BUSC 150 - Course Outline of Record

II.A.14-04	<u>2021-2022 Monterey Peninsula College Catalog, Automotive Technology (pp. 117-119)</u>
II.A.14-05	<u>MPC Website, School of Nursing</u>
II.A.14-06	<u>NCLEX-RN Pass Rates - First Time CA Educated Exam Testers</u>
II.A.15-01	<u>Administrative Procedure 4021 - Academic Program Revitalization and Discontinuance</u>
II.A.15-02	<u>Board Policy 4115 - College Catalog</u>
II.A.15-03	<u>Revitalization and Discontinuance Committee Recommendation INTD & DRFT Memo - May 2020</u>
II.A.15-04	<u>Revitalization and Discontinuance Committee Recommendation FACS Memo - February 2020</u>
II.A.15-05	<u>Revitalization and Discontinuance Committee Recommendation MASS Memo - August 2021</u>
II.A.15-06	<u>MPC External Program Review - Family and Consumer Science - November 2019</u>
II.A.15-07	<u>FRS Discontinuance Recommendation with Plan for Student Completion - January 2016</u>
II.A.16-01	<u>MPC Assessment System, Program Learning Outcome Assessment Screens</u>
II.A.16-02	<u>English Department Program Review - 2020-2021</u>
I.B.3-04	<u>2019-2020 Psychology Department Comprehensive Program Review</u>

II.B. Library and Learning Support Services

STANDARD II.B.1 *The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard

Library and Learning Resources for Students

Monterey Peninsula College supports student learning and achievement by providing a variety of library and learning support services to its students, regardless of location or means of delivery as described below.

Library Services

The MPC Library supports all students seeking an education as well as faculty and staff responsible for student learning and support through online, in-person, or hybrid services at all campus locations ([II.A.7-16](#)). The Library collection includes more than 76,000 physical items and more than 300,000 online resources. A more detailed description of the collection is provided in Standard II.B.2. During the campus closure due to the COVID-19 pandemic, the Library maintained its services through continuous access to full-text e-book and article databases, online reference chat and email, and curbside pick-up and drop-off services for book and technology resources ([II.B.1-01](#)).

The MPC Library staff currently consists of three full-time faculty librarians, five full-time classified employees, nine part-time adjunct librarians, four part-time classified employees, an instructional dean, and an administrative assistant ([II.B.1-02](#)).

Library and information seeking skills are provided through in-person and online instruction. At the reference desk, librarians conduct one-to-one and small group instruction on how to find, access, evaluate, effectively use, and properly cite the resources in the Library's collection and over the internet. Librarians also provide reference support through online chat and SMS texting during the semester. Hours for online chat and text reference support are scheduled to serve the needs of both day and evening students. Librarians are also available by appointment for in-person and online Zoom meetings ([II.B.1-03](#)).

Instruction of new technologies and support for equipment in the Library is provided by two trained Technology and Computer Specialists with collaboration from the campus information services staff and librarians. The Library Instructional Technology and Computer Specialists support students as well as faculty and staff in using Library and learning support technologies. Examples of technology support include the use of the Canvas online CMS, accessing the College's Lobo Apps platform, and use of Microsoft Office applications.

The circulation desk is the service point for students to borrow books from the Library's main collection, textbooks, and other instructional materials, Chromebooks, hotspots, and other needed materials like calculators, phone chargers, and headphones ([II.B.1-04](#)). MPC Library's services provide access to information beyond the collection through Interlibrary Loan, a service that allows requests to borrow materials from libraries across the world ([II.B.1-05](#)).

Ongoing instruction occurs through online and in-person instruction sessions, online research guides, and instruction videos ([II.B.1-06](#)). Librarians conduct online and in-person instruction and collaborate with course instructors to prepare discipline-specific presentations and activities tailored to specific assignments, course learning outcomes, and identified student needs. With the campus closure in 2020, a demand for more online and asynchronous instruction increased. In 2021, a total of 140 Library instruction requests were made and 28 of those were synchronous. Online instructional guides and videos developed by librarians provide targeted instruction on topics related to information competency and use of the Library collections. Librarians have created and are currently maintaining 88 guides and 50 new instructional videos. The videos are available either through the Library's website or are embedded into the instructional guides and into Canvas courses ([II.B.1-07](#)).

Library faculty also teach LIBR 50: Introduction to Library and Research Skills, a 1-unit online course related to library and information literacy skills ([II.B.1-08](#)). The LIBR 50 curriculum was originally based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education, and is updated each semester to reflect new information, technology, and teaching strategies. The course fulfills the College's graduation requirement for information competency.

The Library's archives and special collections provide information and resources that reflect the history of the College and our region ([II.B.1-09](#)). In addition, students have access to a growing collection of Library course reserve materials that include textbooks, DVDs, DVD players, GEOL maps and rock samples, graphic and standard calculators, headphones, USB drives, Chromebooks, hotspots, and personal-sized whiteboards and dry erase markers at the Marina Education Center. Staff at the MEC collaborate with Library faculty and staff to provide general Library support and resources to students taking classes in Marina.

Learning Support Centers

The Math Learning Center (MLC) offers free drop-in face-to-face and online tutoring for students enrolled in mathematics courses below MATH 20A - Calculus with Analytic Geometry I or any course requiring mathematics skills. Instructors and tutors are in the MLC to help students understand the concepts they are learning in class and help students gain confidence in their mathematical abilities ([II.A.4-10](#)).

The MLC has one full-time Faculty Coordinator, two part-time Instructional Specialists, student tutors, and Math faculty members who commit to holding hours in the center each semester. The MLC offers both in-person and online tutoring services to meet the needs of students,

regardless of location, and currently offers simultaneous online and in-person hours at the Monterey Campus Monday through Thursday from 10am to 6pm. Additionally, evening online tutoring is offered Monday through Thursday until 8pm, and hours are offered on Fridays and Sunday. In addition, students can find a wide range of resources at the MLC Resources web page, including videos and handouts for a variety of classes ([II.B.1-10](#)).

The Reading and Writing Center (RWC) supports all students from a broad range of educational backgrounds and from all courses at MPC in the areas of reading, writing, research, and creating citations ([II.A.4-09](#)). Located on the first floor of the Library Technology Center, the RWC provides free tutoring for any writing, reading, critical thinking, or research assignment. The RWC also provides students with resources on grammar, punctuation, essay structure, reading process, note-taking, and documentation formats as well as reference books and technology to support student work.

The RWC is supervised by the Director of Tutoring and Academic Success Center along with two part-time faculty co-leads, who oversee the instructional activities, additional part-time faculty members teaching students, one full-time Instructional Technology Specialist, and six part-time Instructional Specialists. To meet the needs of students regardless of location, the RWC provides in-person support Monday through Friday for students at the Monterey Campus and works with the Tutoring and Academic Success Center (TASC) to provide academic support to students at the Marina Education Center (MEC) and the Public Safety Training Center (PSTC). In addition, the center provides synchronous and asynchronous online support to students regardless of location.

STEM Cohort Enhanced Learning (STEM CEL) offers tutoring in the fields of sciences, technology, engineering, and math (STEM) by both faculty and peer tutors to develop reliable study habits and test taking strategies and to engage in cohort learning, which can transform students into independent learners and successful collaborators ([II.B.1-11](#)). STEM CEL has one full-time Lead Instructional Specialist, part-time Instructional Specialist, and student tutors. STEM faculty schedule office hours in STEM CEL to support and engage with students and student tutors, creating a sense of community. This center also promotes employment, internship, and scholarship opportunities to MPC students and offers additional resources for students to pursue those opportunities. STEM CEL offers both in-person and online tutoring services days, evenings, and weekends to meet the needs of students regardless of location. It operates in a hybrid modality during in-person services, and tutors assist students in person and online.

The Tutoring and Academic Success Center (TASC) provides tutoring support for students in courses other than English, Math, and STEM disciplines ([II.B.1-12](#)). TASC employs peer tutors who have successfully completed the course in which they tutor and who are trained to assist students with study strategies that will build skills for independent learning. Training peer tutors in learning center best practices is a hallmark of the Tutoring and Academic Success Center ([II.B.1-13](#)).

TASC is currently staffed with one full-time Director, two full-time Lead Instructional Specialists, and student tutors. One Lead Instructional Specialist provides full-time support to students at the MEC while the other provides full-time support to dual enrollment students at local high schools and all underserved students who need technical training or assistance to succeed in courses. TASC tutors offer select in-person tutoring in addition to online tutoring to meet the needs of students regardless of location. In person hours of operation are dependent on Library hours and are chosen in cooperation with other MPC academic support centers.

The High Tech Center (HTC) for Students with Disabilities comprises two labs, the Assistive Computer Technology (ACT) Lab and the Computer-Assisted Instruction (CAI) Lab ([II.B.1-14](#)). The primary function of the ACT Lab is to evaluate the range and degree of a student's disability and implement the use of a recommended adaptation to eliminate or reduce the impact of a disability-related educational limitation on computer access and use of technology; the student receives training to use the assistive modification within the context of keyboarding, word processing, the Internet and other applications. Specialized instruction in the CAI Lab focuses on specific academic and cognitive skills based on students' unique learning styles. Education assistance classes emphasize development and application of effective learning strategies to enhance information processing, reading, writing, math, and study skills. The Center's labs support students with disabilities to develop academic skills that enable them to be prepared for, and successful in, college-level courses and to develop personalized strategies for learning.

The HTC has two full-time faculty, two part-time Instructional Specialists, and one part-time Instructional Technology Specialist and provides both in-person and online instruction to students enrolled in Learning Skills (LNSK) classes and by appointment. HTC lab instruction is customized to meet the needs of students enrolled in the reading and writing courses and to provide an array of supplemental materials to address students' specific needs and/or goals in cognitive development (i.e., memory, processing speed, problem-solving), and reading and writing skills.

Sufficiency of Library and Learning Support Services

MPC ensures that library and learning support services are sufficient in quantity, currency, depth, and variety to support educational programs through regular evaluation activities including Program Review, review of demand/usage statistics, and student surveys.

As stated in Standard I.B., the College regularly evaluates sufficiency and effectiveness of its programs and services through Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes. The Library and each of the academic support centers regularly participate in Program Review to evaluate how well they support the College's mission, provide access to students, and support student success and identify plans for continuous improvement ([II.B.1-15](#), [II.B.1-16](#), [II.B.1-17](#)).

In addition to formal Program Review, the Library and academic support centers regularly review usage statistics, enrollment, and other measurements of student demand as part of

planning and decision making about hours, availability, and resources. The Library regularly tracks student headcount, study room usage, database views and article downloads, search term queries, and reference and directional questions (including research topics and peak times when questions are asked) to help make data driven decisions based on students' actual needs ([II.B.1-18](#)). The Library administers a comprehensive student survey every three years to gather feedback about the needs of students and faculty and their satisfaction with Library services and resources ([II.B.1-19](#)). Survey responses are analyzed by Library staff and faculty, and changes are adopted wherever possible. The RWC and TASC have implemented an appointment system for students, which helps the centers plan adequate coverage for tutors and track demand for future scheduling ([II.B.1-20](#)). The appointment system automatically offers a link for student feedback with the confirmation email. Additionally, the RWC, ARC, TASC, and MLC distribute student satisfaction surveys ([II.B.1-21](#)) and incorporate student feedback ([II.B.1-22](#)) into decision making and future planning. The sufficiency and effectiveness of Library instruction is evaluated by faculty as part of learning assessment for the LIBR 50 course and during Program Review.

Analysis and Evaluation

The College meets the Standard. MPC supports student learning and achievement by providing library, and learning support services including Library collections, tutoring and learning centers, computer laboratories, learning technologies, and ongoing instruction for users of Library and other learning support services. The College ensures that Library and learning support services are sufficient through regular evaluation activities including Program Review, review of demand/usage statistics, and student surveys.

STANDARD II.B.2 *Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

Evidence of Meeting the Standard

Monterey Peninsula College relies on appropriate expertise of faculty, including librarians, and other academic support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.

The Library and academic support centers all include open student computer labs, access to learning technology, and/or ongoing instruction appropriate to the specific population of students served and adjust services as needed. The Library and academic support service faculty and staff participate in the College's Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes, which provide opportunities to assess how well each area supports student learning and achievement and to establish action plans where additional resources and efforts are necessary to support student learning ([II.B.1-15](#)).

Library Collection & Collection Development

Currently, the Library collection consists of approximately 47,000 physical volumes, 27,000 ebooks, 70 print periodical subscriptions, 1,400 CDs, and 1,600 DVDs and owned streaming videos ([II.B.1-04](#)). There are over 4,000 items designated for course reserve including textbooks, Chromebooks, hotspots, and other equipment at both the Monterey Campus and MEC. The Library maintains subscriptions to over 50 licensed full-text databases and online reference sources providing access to over 20,000 full-text electronic journals, magazines, and newspapers and over 45,000 streaming videos and over 250,000 subscribed eBooks. Library databases and ebooks are accessible to all students and employees on- and off-campus, 24/7, through the Library's website, online research guides, and College's Canvas CMS ([II.B.2-01](#)).

Faculty librarians select and deselect print, digital, and audio-visual materials for the Library collection and frequently evaluate the collection based on currency and relevance. Each librarian acts as a subject liaison to several instructional departments to promote collaboration with instructional faculty and ensure the Library's collection aligns with and supports the curriculum. Librarians rely on input and recommendations from discipline faculty, descriptions of curricula, patron requests, circulation statistics, and reviews in standard professional publications to guide selection decisions. An internal collection development policy based on the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education and ALA's Association for Library Collections and Technical Services (ALCTS) is also used to guide decision making ([II.B.2-02](#)). When new instructors begin at the College, new programs are initiated, or significant curriculum change occurs, Library faculty and staff support acquisition of materials to support the needs of faculty and students. A Library faculty member serves on the Curriculum Advisory Committee (CAC) to ensure that the Library has sufficient and appropriate materials to support the learning outcomes of the programs and courses under consideration ([II.B.2-03](#)).

Library Instructional Equipment

The Library has two smart classrooms equipped with digital projectors, interactive instructor workstations, and student computers. The Library also provides access to 100 computers in two large open-access computer labs and 16 individual and group study rooms that are equipped with computers, televisions, and DVD players. All Library computers provide students with access to software used by programs across the College ([II.B.2-04](#)) and have a shortcut to the screen magnifier application and Kurzweil 3000. Select computers also have access to MATLAB R2016b, Solid Works 2018, scanners, and webcams. The Library has a computer workstation specifically designated as an assistive workstation. The Library has a full-time Instructional Technology Specialist and full-time Library Systems Technology Coordinator who maintain Library computers, software, and other instructional equipment and provide support for students and faculty ([II.B.2-05](#), [II.B.2-06](#)). The Library also loans technology, including laptops, Chromebooks, calculators, and WiFi hotspots to students ([II.B.1-01](#)). To better serve students during and after the COVID-19 pandemic, the Library acquired 150 new Chromebooks and 300 additional WiFi hotspots.

Learning Center Instructional Equipment and Learning Materials

The RWC, TASC, and STEM CEL, located on the first floor of the Library Technology Center, share access to a large open study area with desktop computers available for student use. The RWC has a smart classroom equipped with a digital projector, interactive instructor workstation, and student computers. Academic support center computers are equipped with software required for students to complete assignments and projects for their coursework, including Microsoft Office suite, Google suite, and assistive software from Kurzweil Educational Systems ([II.A.4-09](#)). The RWC full-time Instructional Technology Specialist maintains the computers and provides support for students and faculty.

The MLC provides students with access to textbooks and solution manuals used in math classes as well as scientific and graphing calculators and Chromebooks for students to borrow ([II.A.4-10](#)). STEM CEL provides students with access to computers with BlueJ, Java, and Python software as well as chemistry model sets, maps, protractors, assorted-sized whiteboards, rock samples, test kits, microscopes, and periodic tables ([II.B.2-07](#)). The instructional equipment and materials used in the College's academic support centers are selected by area faculty and staff in order to support student learning in all areas.

The HTC provides a variety of assistive hardware and software including alternate media production equipment such as CCTV; iPads; Windows and Mac workstations; large screen and touchscreen monitors; Google Pixel phones; a variety of ergonomic mice, trackballs, and head pointers; large print and accessible keyboards; ergonomic and accessible furniture; 3D printers; ZoomText; Windows Magnifier; speech recognition tools in all platforms; screen readers; Kurzweil 3000; JAWS; high speed scanner; book guillotine and binder; and Adobe Acrobat ([II.B.2-08](#)).

Analysis and Evaluation

The College meets the Standard. MPC relies on appropriate expertise of faculty, including Library, academic support, and discipline faculty, and other learning support services professionals, to select and maintain educational equipment and materials that support student learning and enhance the achievement of the mission. Library and academic support center staff and faculty engage in Program Review to evaluate the use of equipment and materials and to recommend new and replacement equipment and materials to support student learning.

STANDARD II.B.3 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Evaluation of Library Services

Monterey Peninsula College regularly evaluates its Library services to assure its adequacy in meeting identified student needs through regular evaluation activities including Program Review, review of demand/usage statistics, and student surveys.

Library faculty and staff participate in the Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes to evaluate its effectiveness in supporting student learning and achievement and its alignment with the College mission. Through Program Review, the Library evaluates its curriculum; enrollment data; student achievement data (including student completion, success retention, and persistence rates); and results of Library surveys used to collect feedback from students, staff, and faculty ([II.B.1-15](#)). Program Review culminates in setting performance improvement plans. Annual Program Review Updates and Action Plans ([II.B.3-01](#)) allow the Library to track and monitor progress on its plans and ensure that budget-dependent action items are identified for consideration through the College's planning and resource allocation process described in Standard I.B.

Library faculty and staff regularly collect and analyze data regarding Library usage and its collections ([II.B.3-02](#)). A Library satisfaction survey is administered every three years to gain feedback regarding services ([II.B.1-19](#)). Data collected by the Library is also used to contribute to three major annual library reporting requirements: the California Community Colleges' Annual Library Data Survey, the ACRL Academic Library Trends and Statistics Survey, and the section on academic libraries in the Integrated Postsecondary Education Data System (IPEDS) ([II.B.3-03](#)).

Evaluation of Library services includes evidence that they contribute to the attainment of student learning outcomes. For example, Library faculty participate in the College's learning assessment process for the courses that are part of the Library services curriculum ([II.B.3-04](#)). In addition, librarians assess the effectiveness of instruction sessions at supporting attainment of learning outcomes through ongoing discussion with classroom instructors.

MPC uses the results of Library evaluations activities as the basis for continuous improvement. As mentioned previously, evaluation conducted as a part of Program Review and Annual Program Review Action Plan Updates results in monitoring progress and planning for further improvement. The Library also uses results of various other evaluation activities to inform resources, services, and programs. For example, the spring 2020 Library Satisfaction and Usage Survey results identified the need for more seating space, expanded hours, and greater availability of textbooks through course reserves. ([II.B.1-19](#)) The Library has incorporated the

survey feedback in its plans and implemented changes wherever possible to meet demand. For example, the Library partnered with the College's EOPS program to purchase more textbooks for students to check out through library course reserves and is in the process of purchasing new furniture to expand seating and study spaces ([II.B.3-05](#), [II.B.3-06](#)). As the College continues to transition from primarily online operations as a result of the COVID-19 pandemic to more in-person activities, the Library is working to expand in-person hours to meet student needs while also continuing online reference chat service. Library staff and faculty held an informational session during fall 2021 Flex Days to make the faculty aware of current Library programs, services, and collections ([II.B.3-07](#)).

Evaluation of Learning Support Services

MPC regularly evaluates its learning support services to assure their adequacy in meeting identified student needs through regular evaluation activities including Program Review, review of demand/usage statistics, and student surveys.

Academic support faculty and staff participate in the Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes in order to evaluate the effectiveness of their services, the degree to which they support student learning and achievement, and their alignment with the College mission. Each center uses a variety of approaches to assess program effectiveness including feedback from student surveys; enrollment, attendance, and usage data; and feedback from instructors of courses supported by the center. In addition, centers assess data reported through the Canvas course management system and Starfish early alert platform as well as data provided by the PRIE Office as part of their assessment. For example, the Reading and Writing Center's 2020-2021 Program Review illustrates the center's use of data to assess how well they serve students and found that "returning to face-to-face operations, the demographic data, in particular, suggests we should continue to provide more and varied tutoring options, perhaps (staffing resources permitting) allowing for continued asynchronous and remote tutoring in order to better serve outlying areas, such as Marina and Salinas. In order to better serve working adults, and as the campus continues to discuss Saturday offerings in conjunction with a compressed 16-week semester calendar, we should also consider a return to weekend hours" ([II.B.1-17](#)).

Evaluation of the College's learning support services includes examining how they contribute to the attainment of student learning outcomes with the goal of continuous improvement. For example, in the 2020-2021 Annual Program Review Update, the Reading and Writing Center examined data regarding co-enrollment in English courses and RWC support classes and determined that the center served a larger Hispanic, Black/African-American, and Asian demographic than the MPC average, and a smaller white demographic than the MPC average, and overwhelmingly served students whose goal was degree or transfer, allowing them to respond and plan accordingly ([II.B.1-17](#)). In addition, RWC and MLC faculty participate in the College's learning assessment process for the courses that are part of the RWC and MLC curriculum ([II.B.3-08](#), [I.B.2-18](#)). As part of the 2018-2019 Annual Program Review Update for Physical Sciences, faculty and staff examined data related to student success for students who

received support from STEM CEL, and found that those students had a 79% success rate, contrasted with a 63% success rate for students who did not access STEM CEL ([II.B.3-09](#)).

MPC uses the results of learning center evaluations activities as the basis for improvement. The Mathematics 2020-2021 Program Review ([II.B.1-16](#)) demonstrates how the evaluation described above was used to inform recommendations for improvement which included both the MLC and STEM CEL having some online tutoring in addition to face-to-face services, even as the College fully reopens. Some continuing challenges will be to supply the necessary staff and student tutors with technology to tutor online, and the training to do so effectively. Another example for improvements from the Mathematics Program Review identified that eventually a centralized place for all tutoring centers should be a priority. "Having a single location where students can get help will lead to a great deal of synergy between centers, and be less confusing for new students to find."

Analysis and Evaluation

The College meets the Standard. MPC regularly evaluates Library and learning support services through Program Review and other assessment practices in order to ensure their adequacy in meeting identified student needs. The Program Review process ensures that the evaluation of the services includes evidence that these services contribute to the attainment of student learning outcomes, and results of evaluation are used to inform plans for improvement.

STANDARD II.B.4 *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

Evidence of Meeting the Standard

Library Services

Monterey Peninsula College does not rely on other institutions or other sources for library services. All library services are provided by MPC staff and faculty and utilize MPC resources. The Library does collaborate with other institutions as part of its Interlibrary Loan service to facilitate students and faculty borrowing items from other libraries ([II.B.1-05](#)). Interlibrary Loan is a common service and available at most public, college, and university libraries. The MPC Library is a member of two consortia, each of which offers benefits that allow the Library to further extend and enhance its services. The Monterey Bay Area Cooperative Library System (MOBAC) is a membership organization of 18 academic, public, and special libraries in Monterey, Santa Cruz, and San Benito counties. MOBAC provides members the ability to lend and borrow materials between libraries. MOBAC membership allows the College to enhance its Interlibrary Loan services and provide quick service for students and faculty as well as

supporting other interlibrary collaboration and information sharing such as low- or no-cost professional development workshops for Library staff ([II.B.4-01](#)). The College is also a member of the Community College Library Consortium (CCLC). A partnership between the Community College League of California and the Council of Chief Librarians, CCLC manages a cooperative buying program for community colleges. Membership in this group allows the College to take advantage of consortia pricing and license online library resources at reduced rates. The College has entered into a formal agreement with CCLC to license its online Library Systems Platform (LSP) to manage patron records. The formal agreement outlines terms of use and ensures levels of security, maintenance, and reliability of services provided under the arrangement ([II.B.4-02](#)). Library faculty and staff regularly evaluate the library programs, services, and resources, including the LSP offered under this agreement, as part of Program Review and other evaluative activities, in order to evaluate the effectiveness of their services, the degree to which they support student learning and achievement, and their alignment with the College mission ([II.B.1-15](#)).

Learning Support Services

MPC's primary learning support services are provided by College staff and faculty and utilize MPC resources. The College augments its Learning Support Services with access to the NetTutor online tutoring service as part of an agreement with the California Community College System-wide Technology Access Collaborative (STAC). A formal agreement with Link-Systems International, Inc. (provider of NetTutor) outlines terms of use and ensures levels of security, maintenance, and reliability of services provided under the arrangement ([II.B.4-03](#)). Faculty and staff in the College's academic support centers regularly review and analyze NetTutor usage data in order to evaluate the effectiveness of the service and make changes as needed ([II.B.4-04](#)).

Analysis and Evaluation

The College meets the Standard. When the College collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it establishes formal agreements to provide access and ensure that security, maintenance, and reliability are adequate for the intended purposes, are easily accessible, and are utilized. Library and learning center faculty and staff regularly evaluate these services to ensure effectiveness.

Conclusions on Standard II.B. Library and Learning Support Services

Monterey Peninsula College provides robust Library and academic support services, including Library collections, tutorial support, computer labs, learning technologies, and ongoing instruction for users of the Library and learning support services, across all locations and through a variety of modalities in support of student learning and achievement and aligned with the College's mission. In consultation with Library, academic support, and discipline faculty, the College ensures a broad array of educational equipment, materials, and other resources and regularly evaluates Library and academic support programs through the institution's Comprehensive Program Review and Annual Program Review Update processes with the goal of continuous improvement in meeting identified student needs.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
II.A.7-16	MPC Website, Library
II.B.1-01	MPC Website, Library, Student Technology & Library Resources
II.B.1-02	MPC Website, Library, Staff Directory
II.B.1-03	Online Library Help - Find Help Online
II.B.1-04	MPC Website, Library, Library Services & Policies
II.B.1-05	MPC Library ILL Policies
II.B.1-06	MPC Library Research Guides
II.B.1-07	MPC Website, Video Tutorials
II.B.1-08	MPC Website, Courses Offered
II.B.1-09	MPC Website, Archives and Special Collections Department
II.A.4-10	MPC Website, Math Learning Center
II.B.1-10	Math Learning Center Canvas Hub - Student Resources
II.A.4-09	MPC Website, Reading & Writing Center
II.B.1-11	MPC Website, STEM CEL
II.B.1-12	MPC Website, Tutoring & Academic Success Center
II.B.1-13	Fall 2022 Peer Tutor Training Schedule
II.B.1-14	MPC Website, Access Resource Center (ARC) Disability Services, High Tech Center (HTC)
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
II.B.1-15	Library Annual Program Review Update - Fall 2018
II.B.1-16	2020-2021 Math Department Program Review
II.B.1-17	2020-2021 Reading and Writing Center Program Review
II.B.1-18	Library Usage Tracking
II.B.1-19	MPC Library Survey - Spring 2021
II.B.1-20	Accademia Tutoring Appointment System
II.B.1-21	Learning Center Survey Spring 2021
II.B.1-22	Learning Center Student Experience Survey

II.B.2-01	<u>Library Research Databases</u>
II.B.2-02	<u>Library Collection Development Policy</u>
II.B.2-03	<u>Curriculum Advisory Committee Bylaws</u>
II.B.2-04	<u>MPC Website, Library Services and Policies, Library Computers</u>
II.B.2-05	<u>Job Description - Instructional Technology Specialist</u>
II.B.2-06	<u>Job Description - Library Systems Technology Coordinator</u>
II.B.2-07	<u>MPC Website, STEM CEL Resource List</u>
II.B.2-08	<u>High Tech Center Resource List & Checkout Statistics</u>
II.B.3-01	<u>2021-2022 Library Action Plan Requests</u>
II.B.3-02	<u>Library Data Usage Tracking</u>
II.B.3-03	<u>2020-2021 Library Survey Submissions</u>
II.B.3-04	<u>LIBR 50 Learning Assessment Report</u>
II.B.3-05	<u>MPC Website, EOPS, Student Equity Lending Library</u>
II.B.3-06	<u>Academic Affairs Board Report, Library Update - June 2022</u>
II.B.3-07	<u>Fall 2021 Flex Day Agenda</u>
II.B.3-08	<u>ENGL 400 Learning Assessment Report</u>
I.B.2-18	<u>MATH 440 Learning Assessment Report</u>
II.B.3-09	<u>2018-2019 Physical Science Comprehensive Program Review</u>
II.B.4-01	<u>MOBAC Website, About MOBAC</u>
II.B.4-02	<u>CCLC Library Services Platform Institutional Participation Agreement</u>
II.B.4-03	<u>MPC Link Systems Contract</u>
II.B.4-04	<u>MPC NetTutor 2021 Usage Analysis</u>

II.C. Student Support Services

STANDARD II.C.1 *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

Evidence of Meeting the Standard

Monterey Peninsula College regularly evaluates the quality of student services programs and operations, regardless of location or means of delivery, to support student learning and to ensure alignment with the mission through the College's Program Review, participatory governance, and institutional planning and evaluation processes.

Program Review

The Student Services Program Review process is a cyclical evaluation of programs and services to assure quality, vitality, and responsiveness to student need and alignment with the College mission. MPC's Program Review process consists of a Comprehensive Program Review, completed by each program every six years, and an Annual Program Review Update ([I.A.2-01](#), [I.A.2-02](#)). Comprehensive Program Review includes a data review and analysis and program reflections. A summary of the Comprehensive Program Review of Student Services was presented to participatory governance groups and the Board of Trustees in spring 2022 ([II.C.1-01](#)). The Student Services Comprehensive Program Review summary demonstrated that the College's student services support student learning and contribute to the College's mission by offering an array of in-person and online student services that support student access, retention, and completion. Student Services areas use the Annual Program Review Update and Action Plan to identify, prioritize, and request resources needed to make progress towards plans for improvement that are identified through Program Review. For example, through the Annual Action Plan, the Access Resource Center (ARC) identified a need to increase access to laptops for students who are deaf and require video remote interpreting in the classroom due to lack of in-person interpreters. As a result, ARC students were able to access ASL interpreters remotely and fully participate in the learning process ([II.C.1-02](#)). The TRIO Programs identified a need to replace/update technology systems in the TRIO Learning Center in order to provide a learning environment with technology that is reliable, sustainable, and supported by the College's information technology infrastructure. These technologies improved face-to-face engagement of TRIO students needing academic support to successfully complete their coursework and program of study ([II.C.1-03](#)).

Student Services Advisory Group (SSAG)

The Student Services Advisory Group (SSAG) is the participatory governance committee that provides Student Services program leads (classified, faculty, directors, and deans) an opportunity to share information and engage in dialogue about the quality and effectiveness of and about services, programs, and operations ([II.C.1-04](#)). SSAG regularly discusses student services operations, policies, and procedures and recommends improvement with the goal of reducing silos within the division and enhancing student access, retention, and completion

([II.C.1-05](#)). SSAG members are charged with disseminating information presented at SSAG to their respective areas.

Student Services Strategic Planning and Performance Monitoring

The College's Student Services programs have established strategic planning initiatives that map the College's EMP to student services priorities ([II.C.1-06](#)). The Student Services Strategic Planning Initiatives Tracker document is also used to track specific objectives and outcomes associated with each strategic initiative and to identify evidence of how the initiative supports student learning and accomplishment of the College's mission. In addition to aligning Student Services initiatives to the EMP, Student Services establishes and tracks annual operational priorities based on College-wide priorities ([II.C.1-07](#)).

Analysis and Evaluation

The College meets the Standard. Through Program Review, participatory governance, and institutional planning and evaluation processes, the College's Student Services areas evaluate effectiveness; identify emerging student and institutional needs; and develop plans for continuous improvement. In addition, Student Services strategic planning initiatives ensure alignment with the College's EMP and annual priorities and provide a mechanism to track and monitor progress.

STANDARD II.C.2 *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

Identifying and Assessing Learning Support Outcomes

Monterey Peninsula College identifies and assesses learning support outcomes for its student population and provides appropriate support services and programs to help students achieve those outcomes. The College's Student Services programs and departments have identified a common Services Area Outcome (SAO) for all areas: "Provide RICH (Respect, Integrity, Commitment, and Heart) services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community" ([II.C.1-06](#)). In addition to the common SAO, individual areas, such as Admissions and Records (A&R) identify outcomes specific to their program area or operations ([II.C.2-01](#)).

Student Services departments and programs seek authentic ways to assess SAOs and evaluate the impact program improvements have on student learning and success. All Student Services departments and programs have actively participated in the creation, implementation, and ongoing assessment of SAOs through Program Review and Annual Program Review Update processes as well as through an SAO Assessment Student Survey ([II.C.2-02](#)), the purpose of which is to evaluate the quality and vitality of all existing Student Services programs in support of student learning and achievements and to ensure that support programs and services help

achieve established outcomes. For example, the lack of robust transfer support and fragmented learning support services was an identified need for our Hispanic and low-income student populations. As a result of this need, the Ready, Set, Transfer (RST) Program created the Center for Excellence in Transfer College Readiness and Opportunities (El CENTRO) as a community for learning and support for students to navigate their way through college and connect with other support resources. El CENTRO continued to offer support throughout the pandemic to students in a virtual format. In-reach activities included workshops, virtual office hours, telephone visits, and special events like Transfer Week, in collaboration with the Career Transfer Resource Center (CTRC) and General Counseling; Hispanic Serving Institution Week in partnership with California State University Monterey Bay (CSUMB); Financial Literacy and Career Preparation Workshops; and many other partnerships fostered with area institutions and programs ([II.C.2-03](#)). In addition, EOPS/CARE/CalWORKs transitioned many face-to-face services to an online format utilizing the EOPS/CARE & CalWORKs webpages ([II.C.2-04](#)) as the central hub for student engagement and interaction. The programs also identified a need to enhance technology services and began providing WiFi data hotspots for internet access to support students' online learning ([II.C.2-05](#)).

MPC regularly uses assessment data to continuously improve student support programs and services. The College's Program Review process includes prompts that guide programs through the evaluation of student attainment of SAOs for each area and includes a review and analysis of student achievement data ([II.C.2-06](#)). In its most recent Comprehensive Program Review cycle, Student Services programs reflected on the impact of the COVID-19 pandemic on student learning, success, retention, and completion and identified plans to support a transition back to in-person services while continuing to meet evolving needs and to support students in all locations, including online ([II.C.2-07](#)). Student Services areas use the College's Annual Program Review Update Action Plan to identify, prioritize, and request resources needed to make progress towards the improvements identified in the Program Review ([II.C.2-08](#)). In addition to College review and assessment processes, state and federal categorically funded Student Services programs complete annual program plans and annual performance reports as required by their respective funding source. These reports ensure that programs are making substantial progress towards their respective goals and objectives and demonstrate connections between learning support services and student support services. Programs with additional external reporting and performance requirements include Veterans Resource Center (VRC) ([II.C.2-09](#)); TRIO ([II.C.2-10](#)); Extended Opportunity Programs and Services (EOPS) ([II.C.2-11](#)); Cooperative Agencies Resources for Education (CARE) ([II.C.2-12](#)); Ready Set Transfer (RST) Program ([II.C.2-13](#)), and Engage, Promote, Connect (EPC) Program ([II.C.2-14](#)).

In addition, the College's Guided Pathways (GP) College and Career Guidance (CCG) Work Team, comprising faculty, classified personnel, and administrators, conducted a comprehensive inquiry into key Guided Pathways essential practices and equity considerations that fall under Pillar Two (Entering the Path) and Pillar Three (Staying on the Path). The inquiry process included internal and external sources of data, including student feedback, and culminated in a set of recommendations to address the team's key findings ([II.C.2-15](#)). A significant component

of the recommendations pertains to the college's outreach and recruitment processes and the need to establish a Student Outreach and Recruitment (SOAR) Department ([II.C.2-16](#), [II.C.2-17](#), [II.C.2-18](#)) and Career and Academic Pathways (CAP) Completion Teams ([II.C.2-19](#)), which are designed to provide ongoing, consistent structure for identifying and addressing ongoing needs of students within a given CAP and recommending appropriate student supports to help students achieve their desired educational goals.

Student Services programs also use student surveys and student evaluations to gather data for use in assessing learning support outcomes and ensuring that the College provides appropriate student support services and programs to help students achieve those outcomes. El CENTRO, which focuses on supporting students transferring to four-year colleges and universities and being culturally responsive to meet students' needs and establish a sense of belonging, collects student surveys to assess student satisfaction ([II.C.2-20](#)). MPC's Jump Start is a unique program designed to help first-year students transition to college by addressing common concerns and questions about college life and by building students' understanding of the policies, resources, and support available at MPC. Student evaluations and assessments are an integral component of the ongoing commitment to continuous quality program improvement ([II.C.2-21](#)) ([II.C.2-22](#)) ([II.C.2-23](#)). In addition, the College administered the Noel-Levitz Student Satisfaction Survey ([II.C.2-24](#)) in fall 2021 to collect data regarding student expectations and satisfaction with MPC programs and services. The results of the surveys are used to inform and improve the effectiveness of Student Services programs and support services ([II.C.2-25](#)).

Analysis and Evaluation

The College meets the Standard. MPC identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Through the College's program review process, student surveys, and external reporting requirements, Student Services programs demonstrate regular use of assessment data to continuously improve its programs and services.

STANDARD II.C.3 *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

Evidence of Meeting the Standard

Monterey Peninsula College continuously works to provide equitable access to all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Services are available to students at the Monterey Campus, MEC, PSTC, and online. The College ensures that students are well supported and have the necessary resources to succeed by providing access to information through the College website ([I.C.1-07](#)), social media platforms ([II.C.3-01](#)), virtual Welcome Center ([II.C.3-02](#)), Student Services Hub on Canvas ([II.A.7-19](#)), virtual office hours at the MEC, and in person services at the MEC ([II.C.3-03](#),

[II.C.3-04](#)) and Monterey campus. Students are able to register for classes and access personal information and College announcements through the WebReg online student portal ([II.C.3-05](#)).

During the COVID-19 pandemic, all student support programs and services shifted to and/or enhanced online support modalities. Counseling saw an increased need for evening and remote appointments during this shift, and as the campus re-opened, counselors continued to provide services during these new peak times and through multiple modalities ([II.C.3-06](#), [II.C.3-07](#)). Currently, student services are available online and in-person, and programs continue to provide full online and in-person support as the College transitions back to more in-person activities. All Student Services forms are available through department websites ([II.C.3-08](#), [II.C.3-09](#), [II.C.3-10](#)) and support is available in person, by phone, and by email. Additionally, some programs provide services, workshops, and general College information at community events, College events, and activities at local high schools.

Student services and programs are reviewed and evaluated through point of service surveys, needs assessments, and the College's Program Review processes, which integrate equity considerations into program reflections, to evaluate and address service delivery and student needs ([II.C.3-11](#), [II.C.2-02](#)). Through these evaluation activities, the College continues to expand and enhance student services programs and has made improvements including expanding hours and providing services and information in Spanish in order to meet a growing demand for Spanish language services ([II.C.3-12](#), [II.C.3-13](#)). Results of a survey sent to students during the 2020-2021 academic year to identify MPC students' needs and concerns as a result of the pandemic and the closing of the College led staff to call students directly and connect them to support resources and assistance ([II.C.3-14](#)).

The College Catalog provides detailed information regarding steps for registration and applying for financial aid as well as the availability of student support services and how to access these services, regardless of service location or delivery method ([II.C.3-15](#), [II.C.3-16](#)). Information about the College's student services is accessible through the College's website ([II.C.3-17](#)). The College's new online student orientation has been revised to be more engaging and to more easily present information in a more accessible fashion that better allows students to return and access information when they need it, on demand ([II.C.3-18](#)).

Analysis and Evaluation

The College meets the Standard. MPC provides equitable access to all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College continues to expand capacity to bring support services to students and ensures that there are multiple avenues, including phone, fax, email, in-person, and online access to student support services.

STANDARD II.C.4 *Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard

Alignment with Mission

Monterey Peninsula College’s co-curricular programs and athletics programs align with the College’s mission and contribute to the social and cultural dimensions of the educational experience of its students. Board Policy 1200 states the College’s mission: “Monterey Peninsula College is actively committed to student access and success and to fostering an equitable, inclusive, respectful, and supportive community by providing excellent academic programs and student services that respond to the needs of our richly diverse region” ([I.A.1-01](#)). In accordance with Board Policy 5700 ([II.C.4-01](#)), the College’s athletics program operates in compliance with the California Community College Athletic Association (CCCAA) guidelines for intercollegiate athletic programs. The procedure also establishes conditions under which students may participate in the College’s intercollegiate athletics programs, which include maintaining a minimum enrollment of twelve semester units, meeting minimum standards for academic performance, and making progress toward academic goals ([II.C.4-02](#)). Kinesiology faculty, coaches, and staff ensure that students have structured academic support, social and emotional support, and other resources that contribute to student success ([II.C.4-03](#)).

Board Policy 5400 and Administrative Procedure 5400 ([II.C.4-04](#), [II.C.4-05](#)) establish the Associated Students of Monterey Peninsula College (ASMPC) as the College’s student body association and official voice for the students in District decision-making processes. The Office of Student Activities oversees the ASMPC as well as its sub-councils and student clubs. The Student Activities Coordinator approves new clubs, activates existing clubs each fall, and oversees programmatic activities. ASMPC supports the College’s mission by providing students with opportunities to engage in leadership roles in student clubs, participatory governance committees, and other campus activities. ASMPC has established academic requirements and clear expectations for students participating in elected leadership roles, as stated in the ASMPC Bylaws ([II.C.4-06](#)).

ASMPC’s structure includes five sub-councils: Activities Council, Inter-Club Council, Student Welfare Council, Student Representation Council, and the Public Relations Council. ASMPC, sub-councils, and student clubs are an integral component of the MPC community and create enriching activities for the student body. Each council and/or club provides organized activities, support, and events for their members and the College community at-large ([II.C.4-07](#)). Representatives of student clubs participate in the Inter-Club Council (ICC). A sub-council of ASMPC, ICC brings together all student organizations for advocacy and networking and is open to many different types of clubs (e.g., academic, social, recreational, arts, cultural, religious, etc.) that enhance student learning and contribute to student life. Clubs may request funds

from the ICC to help defray the costs of events. When clubs receive funding from the ICC to support club events, they must submit a Post-Event Evaluation form summarizing the event and provide receipts of all expenditures ([II.C.4-08](#)).

Sound Educational Policy and Standards of Integrity

The College's co-curricular and athletics program are conducted with sound educational policy and standards of integrity. All athletic coaches and support staff who are in direct contact with student athletes participate in required annual training related to the bylaws and policies of the CCCAA ([II.C.4-09](#)). As established in the MPC Student Athlete Responsibilities and Standards of Conduct ([II.C.4-10](#)), student athletes meet with the College's Athletic Director annually to complete the CCCAA academic eligibility requirements and understand the expectations and standards of the College's athletics program.

To ensure sound educational policy and standards of integrity of student activities, the College's Student Activities Coordinator approves new clubs; oversees the programmatic activities of ASMPC and student clubs; and verifies eligibility for ASMPC members, and the club advisor is responsible for verifying eligibility for student membership. At the beginning of every fall semester (or when a new club is proposed), student clubs are required to submit a club activation form, advisor agreement, and a copy of the club's constitution stating the purpose and goals of the club ([II.C.4-11](#), [II.C.4-12](#), [II.C.4-13](#)). As stated on the ICC website and the ICC Advisor Agreement, all student clubs that are officially recognized by the ICC must be advised by a designated College employee, who supervises and assists with program activities and events and oversees budget allocations, fund expenditures, and club elections processes. The Student Activities Coordinator is responsible for confirming the club's advisor is a current MPC employee and that the goals and purpose of the club align with the College's mission.

ASMPC and individual student clubs hold annual elections for officers in order to provide opportunities for eligible students to serve as campus leaders ([II.C.4-14](#)). The ASMPC Bylaws ([II.C.4-06](#)) outline responsibilities of student officers including promotion of student activities; cooperation with other students, faculty, and administration; and help developing initiative and responsibility of club members. The Student Activities Coordinator and club advisors verify that student officers meet enrollment and GPA requirements each semester ([II.C.4-12](#)).

Program and Fiscal Responsibility

MPC maintains responsibility for the control of its co-curricular programs and athletics programs, including their finances. The College's Athletics programs operate under the direction of the Dean of Student Services, who also serves as Athletic Director ([II.C.4-15](#)). The College completes required external reporting as required by the federal Equity in Athletics Disclosure Act ([II.C.4-16](#)), which includes reporting demographic and fiscal information and a Title IX Statement of Compliance (R-4) through the CCCAA ([II.C.4-17](#)).

The College's Student Activities Coordinator reports to the Dean of Student Services and oversees programmatic activities of ASMPC and student clubs, including finances ([II.C.4-18](#)). In accordance with Administrative Procedure 5420, use of Associated Student funds requires

approval of the Student Activities Coordinator and the Dean of Student Services and are subject to an annual audit ([II.C.4-19](#)).

Analysis and Evaluation

The College meets the Standard. MPC's co-curricular programs and athletics programs align with the College mission and contribute to the social and cultural dimensions of the educational experience of its students. The College has an appropriate structure in place to provide administrative and staff roles that ensure co-curricular and athletic programs are conducted with sound educational policy and standards of integrity. College administrators and staff maintain responsibility for the control of these programs, including their finances.

STANDARD II.C.5 *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

Evidence of Meeting the Standard

Counseling Services

Monterey Peninsula College provides a comprehensive model of academic counseling services that are aligned with the College's mission and support student development and success. Administrative Procedure 5110 articulates the College's commitment to providing counseling services and describes the various roles counselors play in supporting student development and success ([II.C.5-01](#)). Counseling services are provided in-person on the Monterey Campus and MEC and by phone, email, and Zoom to serve students at all locations and through a variety of delivery modes ([II.C.5-02](#), [II.C.5-03](#)). The College works diligently to ensure academic counseling throughout a student's academic journey and to assist students in understanding a clear course-taking pattern for educational goal completion. This is accomplished by offering major selection workshops and career exploration and Counseling courses ([II.A.4-03](#)). Counselors foster growth and development by providing assistance with program and academic planning, career assessments, and personal goal setting and by actively initiating and collaborating with other areas of the College to promote activities related to access, retention, and student success. Additional comprehensive counseling and advising services are offered through the College's support programs in the ARC ([II.C.5-04](#)), EOPS/CARE ([II.C.5-05](#)), First Year Experience (FYE) ([II.C.5-06](#)), TRIO SSS ([II.C.5-07](#)), VRC ([II.C.5-08](#)), and International Student Programs ([II.C.5-09](#)).

Preparation of Counseling Faculty and Other Personnel

The College prepares faculty and other personnel responsible for the advising function by providing counseling faculty with professional development, training, and orientation related to academic programs, college policies and procedures, career assessments, and transfer requirements on an ongoing basis. New counselors participate in an intense training program

led by senior faculty under the direction of the Counseling Division Chair. The training program progresses from shadowing colleagues, rotating through different student appointments, and participating in a final overview through a counseling training program Canvas course ([II.C.5-10](#)). Additional training opportunities are provided through a counseling bi-weekly staff meeting, in-service training, Flex Week workshops, CSU and UC conferences, and equity training through the CCCCCO webinar series.

Counseling Students on Requirements and Policies

MPC's Counseling program orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Incoming first-time students are required to complete an online orientation through one of multiple formats including a self-paced online orientation ([II.C.3-18](#)), 1-unit credit course ([II.C.5-04](#)), or in-person workshop ([II.C.5-11](#)). The orientation is designed to build students' understanding of a Student Educational Plan and encourages them to meet with a counselor to complete their matriculation process. Students work with academic counselors to identify an academic goal and program of study, discuss strategies for college success, learn about career services, and plan course schedules. New students are also made aware of a variety of available support services and resources through referrals to cohort programs, including FYE ([II.C.5-12](#)), Umoja ([II.C.5-13](#)), and learning support services. Special programs such as EOPS/CARE and TRIO SSS have additional mandatory orientations for students who are affiliated with those programs ([II.C.5-14](#), [II.C.5-15](#)).

The Counseling Division provides resources through the College website, including major requirement worksheets, to assist students in understanding requirements related to programs of study and relevant academic requirements including graduation and transfer policies ([II.C.3-06](#), [II.C.5-16](#)). In addition, as part of the College's Guided Pathway initiative, counselors collaborated with discipline faculty and staff to develop suggested course sequences to facilitate timely student completion ([II.C.5-17](#), [II.C.5-18](#), [I.C.4-02](#)). Academic counselors use the new suggested course sequence maps as a tool to guide students through prerequisite course requirements; course plan offerings; and certificate, degree, and transfer requirements.

The Counseling Division also participates in institution-wide outreach and in-reach activities that promote and encourage student engagement with counselors. These activities include Lobo Day, Join the Pack, Counselor Connection workshops, Transfer Week, Week of Welcome, and other outreach events in collaboration with SOAR and FYE.

Analysis and Evaluation

The College meets the Standard. MPC provides counseling programs to support student development and success. Counselors are prepared for their role through professional development, training, and orientation. Students are oriented to their programs of study and receive timely, useful, and accurate information through orientation activities, one-to-one counseling sessions, group workshops, counseling courses, and other means.

STANDARD II.C.6 *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. (ER 16)*

Evidence of Meeting the Standard

Admission Policies

Monterey Peninsula College has established and adheres to admission policies that are consistent with the mission by facilitating the goal of “student access” ([I.A.1-01](#)) to the College’s academic programs and services based on criteria established in Board Policy and Administrative Procedures. Admissions policies are consistent with the College’s commitment to open access education for anyone who is 18 years of age or older and is capable of benefiting from instruction or anyone who has a high school diploma, certificate of proficiency, or certificate of completion or is admitted through a dual enrollment program as established in Board Policy 5010 ([II.C.6-01](#)), Administrative Procedure 5012 ([II.C.6-02](#)), and Administrative Procedure 5013 ([II.C.6-03](#)). Admissions policies and procedures are communicated to students through the College Catalog ([II.C.3-15](#)) and College website ([II.C.6-04](#)). Programs with additional admissions requirements, such as Nursing, or external requirements for licensure, such as Emergency Medical Technician, are stated in the College Catalog ([II.C.6-05](#), [II.C.6-06](#)) and on program websites ([II.C.6-07](#), [II.C.6-08](#)).

The College’s application process is free, without obligation, and involves filling out an online application ([II.C.6-09](#)) through Open CCCApply, a platform provided and supported by the CCCCO. After completing the application, students are directed to additional steps including applying for financial aid, orientation, assessment and placement, counseling/advisement, registration, and account activation ([II.C.6-10](#)).

Advising and Education Planning

MPC defines and advises students on clear pathways to complete degree, certificate, and transfer goals through guidance from the College counselors and through information and resources designed to facilitate program completion. As mentioned above, upon completion of the application process, students are directed to complete specific steps, which include counseling/advising. MPC counselors provide students with guidance in the following areas: creating an educational plan that outlines coursework required and a timeline for students to complete educational goals; evaluating transcripts and transfer credit from other colleges; reviewing certificate, degree, and transfer requirements; career exploration and planning; providing referrals to community and campus resources; and providing guidance for issues that may arise during the semester ([II.C.6-11](#)). In addition to developing individual education plans, through the College’s GP efforts, sample program maps have been established for most degree programs with the intent of streamlining student completion of educational goals. These maps are included in MPC’s CAP program information sheets, which are available on the College website in both web ([II.C.6-12](#)) and printer-friendly formats ([I.C.4-02](#), [II.C.5-17](#), [II.C.5-18](#)).

Counselors also utilize these suggested course sequence maps when working with students in establishing educational goals and plans. The College has also centralized its outreach and retention efforts in a new Student Outreach and Retention (SOAR) department, which also includes oversight of the College's FYE program to ensure students a strong start on their path to success ([II.C.6-13](#), [II.C.2-16](#)).

Analysis and Evaluation

The College meets the Standard. MPC has adopted and adheres to admission policies consistent with its mission, policies that specify the qualifications of a student appropriate for the College's programs. MPC defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

STANDARD II.C.7 *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence of Meeting the Standard

Monterey Peninsula College is committed to effective admissions procedures that align with the College mission and its commitment to open access. The College's admissions instruments are evaluated on a regular cycle as part of the College's Comprehensive Program Review and Annual Program Review Update processes completed by the Admissions and Records department ([II.C.7-01](#)). The College has fully implemented Assembly Bill (AB) 705, which requires placement practices that ensure students are placed directly into transfer-level courses in English and math unless evidence suggests that a student is highly unlikely to succeed in the college-level course ([II.C.7-02](#), [II.C.7-03](#)). Implementation of AB 705 was informed by data gathered from the College's PRIE Office and analysis of self-assessment instruments at other California community colleges. The College's multiple measures placement tools, which include guided placement instruments, were developed consistent with the guidelines from the CCCCO and requirements of AB 705 ([II.C.7-04](#)). In addition, the College uses the Multiple Measures Assessment Project (MMAP) criteria to identify placement into Calculus courses ([II.C.7-05](#)).

Since 2018, students who apply for admission to the College receive communication informing them of their placement recommendations based on the student's responses to multiple measures questions included on the CCCCO CCCApply online application ([II.C.7-06](#)). Multiple measures and guided placement tools ensure that students are assessed through a holistic view of their skills and comfort level with prerequisite course material. Placement recommendations are based on high school grades and course information as established in the multiple measures guidance from the CCCCO ([II.C.7-04](#)).

In addition, students may complete a faculty-developed online guided placement tool for English, English as a Second Language, and math courses ([II.C.7-07](#)). This option is available to all students, regardless of whether or not they've provided high school grade and course

information, and can be completed remotely. The guided placement tools recommend appropriate English, English as a Second Language, and math courses with or without co-curricular support; however, students are free to select and enroll in courses with or without co-curricular support, or developmental level courses where offered, based on their educational goals and/or skill sets. Students receive placement recommendations into transfer-level English courses unless they've indicated a desire to enroll in English as a Second Language (ENSL) coursework. All students receive transfer level placement recommendations for math courses in both the Statistics/Liberal Arts and the Business and STEM pathways.

In fall 2020, the College implemented AB 705 for English as a Second Language. Students who indicate that they are interested in taking English as a Second Language course on the CCCApply application for admission receive a placement recommendation for math courses and are directed to the online guided placement tool for English as a Second Language courses. Students receive placement recommendations for Reading/Writing and Listening/Speaking English as a Second Language (ENSL) classes once they've completed the faculty developed guided placement process. ENSL placement results are available in the following languages: Arabic, English, French, Spanish, and Vietnamese ([II.C.7-08](#)).

The College has begun a regular process to review and assess its placement practices, results, and student outcomes for local validation. Placement results are reported to the CCCC and placement statistics are publicly posted onto the Assessment Office website in accordance with AB 1805 ([II.C.7-09](#)). In addition, new curriculum was developed to provide companion support courses for English and math courses, and the College has also increased academic and learning support services including tutoring. MPC will continue to examine the effectiveness of support coursework and monitor evaluation of the current processes to determine whether changes are needed.

Analysis and Evaluation

The College meets the Standard. MPC regularly evaluates admissions instruments and practices to assess effectiveness and minimize biases through the College's Comprehensive Program Review and Annual Program Review Update processes. Assessment and placement practices and instruments have been established in accordance with the requirements of AB 705 and based on appropriately validated decision rules provided in guidance from the CCCC.

STANDARD II.C.8 *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Evidence of Meeting the Standard

Student Records

Monterey Peninsula College maintains all student records permanently, securely, and confidentially for secure backup of all files, consistent with requirements of the CCCCCO and Title 5 of the California Code of Regulations. Board Policy 3310 and Administrative Procedure 3310 ([II.C.8-01](#), [II.C.8-02](#)) define student records and establish protocols to ensure student records are permanently, securely, and confidentially maintained with provisions for secure backup of all files. The College informs students of their rights and responsibilities regarding confidentiality of student records through the College Catalog ([II.C.8-03](#)) and College website ([II.C.8-04](#)).

The College's A&R Office maintains the academic enrollment records of all MPC students. Records since 1995 are available in a digital format that can be readily accessed electronically. Records prior to 1995 remain on microfilm and are securely stored in locked fireproof file cabinets in the A&R archival office, a separate room from the main office area.

The College adheres to requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974 by ensuring that access to student enrollment records is limited to authorized personnel. Staff and faculty are only able to access records that pertain to their position. Student records are released only at the written request/approval of the student ([II.C.8-05](#)). Instructor roster materials, grade reports, and grade change forms are preserved in a secure file cabinet until they can be converted to digital format, stored in the College's secure database, and preserved, according to policy and procedure, in a secure storage room. As required by Education Code §55025 and in accordance with Administrative Procedure 4231, removal or change of an incorrect grade (other than changes resulting from a course Incomplete) may occur only under the conditions of "mistake, fraud, bad faith, or incompetency" ([II.C.8-06](#)). Students, faculty, and staff may access student records (including grades) securely by logging into the Student Information System (SIS) and/or Student Portal. The secure login ensures that each individual only has access to records relevant and appropriate to that individual's specific role. In accordance with Board Policy 3310 and Administrative Procedure 3310 ([II.C.8-01](#), [II.C.8-02](#)), the College ensures that all student records data are stored on secure servers and that the College maintains adequate backups, including short-term incremental backups to local storage (kept for seven days) and long-term weekly backups (kept for one year) to allow for data recovery if needed.

Conclusion on Standard II.C Student Support Services

Monterey Peninsula College supports the mission of the College by providing a comprehensive set of student support services that are accessible regardless of location or means of delivery. Student support services strategic initiatives are aligned with EMP goals. The College's Program Review process ensures regular evaluation of student support services and continuous improvement in student learning and success.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
II.C.1-01	Student Services Comprehensive Program Review Executive Summary
II.C.1-02	Student Services Access Resource Center (ARC) Annual Action Plan
II.C.1-03	Student Services TRIO Programs Annual Action Plan
II.C.1-04	Student Services Advisory Group (SSAG) Charge
II.C.1-05	2021-2022 Student Services Advisory Group Agendas - Compiled
II.C.1-06	Student Services Strategic Planning Initiatives- Objectives Tracker
II.C.1-07	2021-2022 Student Services Priorities
II.C.2-01	2020-2021 Admissions and Records Comprehensive Program Review, Student Success Prompt Excerpt
II.C.2-02	SAO Survey Assessment Spring 2022
II.C.2-03	2020-2021 Student Services Comprehensive Program Review - Hispanic Serving Institution Ready, Set, Transfer Project
II.C.2-04	MPC Website, Extended Opportunity Programs & Services
II.C.2-05	2020-2021 Student Services Comprehensive Program Review - EOPS, CARE & CalWORKs
II.C.2-06	Student Services Program Review, Student Success SAO Attainment Prompt Excerpt
II.C.2-07	2020-2021 Comprehensive Program Review - Counseling, Access Prompt Excerpt
II.C.2-08	2021-2022 TRIO Program Review Action Plan
II.C.2-09	Veterans Resource Center Reporting Requirement
II.C.2-10	TRIO 2020-2021 Final Annual Performance Report
II.C.2-11	2021-2022 Accessible EOPS Program Plan Final

II.C.2-12	2020-2021 CARE Year-End Report
II.C.2-13	2019-2020 Ready, Set, Transfer (RST) Title V Annual Performance Report
II.C.2-14	2020-2021 Engage, Promote, Connect Annual Performance Report
II.C.2-15	GP College and Career Guidance (CCG) Work Team - Full Recommendations Presentation - Fall 2020
II.C.2-16	College and Career Guidance (CCG) Work Team Recommendations to Establish SOAR
II.C.2-17	GP CCG Recommendations for Presentation Fall 2020 - Student Outreach and Recruitment (pp. 10-12)
II.C.2-18	Student Services Reorganization Plan to Implement CCG Recommendations - Spring 2021
II.C.2-19	CAP Completion Teams Meetings Schedule and Membership List - Spring 2022
II.C.2-20	EL CENTRO, End of Semester Survey Responses - Fall 2019
II.C.2-21	Jump Start Evaluation-Students 2021
II.C.2-22	Summer Bridge 2019 Student Evaluations
II.C.2-23	Data Metrics Presentation for JumpStart 2021
II.C.2-24	Noel-Levitz Student Satisfaction Survey
II.C.2-25	SSAG Agenda - April 2022
I.C.1-07	MPC Website, Student Services
II.C.3-01	MPC Social Media Posts
II.C.3-02	MPC Website, Virtual Welcome Center
II.A.7-19	MPC Online Student Services Hub
II.C.3-03	MPC Website, Marina Education Center Office Hours
II.C.3-04	MPC Website, Marina Education Center Event Calendar
II.C.3-05	MPC Student WebReg Portal
II.C.3-06	MPC Website, Counseling and Academic Advising
II.C.3-07	MPC Website, Counseling and Academic Advising in Marina
II.C.3-08	MPC Website, Admissions Support
II.C.3-09	MPC Website, Admissions and Records, Forms
II.C.3-10	MPC Website, Financial Aid, Forms
II.C.3-11	2021-2022 Student Services Annual Program Review Template, Equity Question Excerpts
II.C.3-12	2022-2023 MPC Catalog, Información en Español
II.C.3-13	MPC Website, Counseling, Counselor Languages Spoken

II.C.3-14	<u>Results of Survey to Understand Student Support Needs During Shelter-in-Place</u>
II.C.3-15	<u>2021-2022 Monterey Peninsula College Catalog, Admission Information (pp.13-21)</u>
II.C.3-16	<u>2021-2022 Monterey Peninsula College Catalog, Student Information (pp. 47-59)</u>
II.C.3-17	<u>MPC Website, Student Services Menu</u>
II.C.3-18	<u>MPC Online Student Orientation (Sample Screens)</u>
I.A.1-01	<u>Board Policy 1200 - District Mission</u>
II.C.4-01	<u>Board Policy 5700 - Intercollegiate Athletics</u>
II.C.4-02	<u>Administrative Procedure 5700 - Intercollegiate Athletics</u>
II.C.4-03	<u>Student Athlete Academic Progress Check</u>
II.C.4-04	<u>Board Policy 5400 - Associated Students Organization</u>
II.C.4-05	<u>Administrative Procedure 5400 - Associated Students Organization</u>
II.C.4-06	<u>ASMPC Bylaws</u>
II.C.4-07	<u>ASMPC Interclub Council Agenda - March 2018</u>
II.C.4-08	<u>ICC Post-Event Evaluation Form 2022</u>
II.C.4-09	<u>Statement of Compliance</u>
II.C.4-10	<u>MPC Student Athlete Responsibilities & Standards of Conduct</u>
II.C.4-11	<u>Club Activation Form</u>
II.C.4-12	<u>ICC Advisor Agreement</u>
II.C.4-13	<u>Student Organizations - Sample Constitution</u>
II.C.4-14	<u>Board Policy 5410 - Associated Students Elections</u>
II.C.4-15	<u>Dean of Student Services - Athletics Job Announcement</u>
II.C.4-16	<u>Equity in Athletics Disclosure Act (EADA)</u>
II.C.4-17	<u>Statement of Compliance of Title IX Gender Equity Form (R-4)</u>
II.C.4-18	<u>Job Description - Student Activities Coordinator</u>
II.C.4-19	<u>Administrative Procedure 5420 - Associated Students Finance</u>
II.C.5-01	<u>Administrative Procedure 5110 - Counseling</u>
II.C.5-02	<u>MPC Website, Counseling, Appointments (In-Person and Online)</u>
II.C.5-03	<u>MPC Website, Counseling Services in Marina</u>
II.A.4-03	<u>COUN 10 - College Success Course Outline of Record</u>
II.C.5-04	<u>MPC Website, Access Resource Center, Counseling</u>
II.C.5-05	<u>MPC Website, Extended Opportunity Programs & Services, Counseling</u>
II.C.5-06	<u>MPC Website, First Year Experience</u>
II.C.5-07	<u>MPC Website, TRIO SSS</u>

II.C.5-08	MPC Website, Veterans Resource Center
II.C.5-09	MPC Website, International Student Center, Forms & Contact Information
II.C.5-10	New Counselor Training Canvas Site
II.C.5-11	Spring 2022 In-Person New Student Orientation Presentation
II.C.5-12	MPC Website, First Year Experience
II.C.5-13	MPC Website, Umoja
II.C.5-14	EOPS & CARE Student Orientation Video
II.C.5-15	TRIO SSS New Student Orientation Presentation
II.C.5-16	MPC Website, Counseling, Major Requirement Worksheets
II.C.5-17	Social Justice Studies-Ethnic Studies Program Information Sheet
II.C.5-18	Administration of Justice Program Information Sheet
I.C.4-02	Spanish Program Information Sheet
II.C.6-01	Board Policy 5010 - Admissions and Concurrent Enrollment
II.C.6-02	Administrative Procedure 5012 - International Students
II.C.6-03	Administrative Procedure 5013 - Students in the Military
II.C.6-04	MPC Website, Admissions and Records
II.C.6-05	2022-2023 MPC Catalog, Nursing
II.C.6-06	2022-2023 MPC Catalog, Emergency Medical Services
II.C.6-07	MPC Website, Nursing, Program Information
II.C.6-08	MPC Website, EMMS, Program Requirements Checklist
II.C.6-09	MPC Website, Admissions, Apply to MPC
II.C.6-10	MPC Website, Admissions, New Student Steps to Success
II.C.6-11	MPC Website, Counseling
II.C.6-12	2022-2023 MPC Catalog Example Program Maps
II.C.6-13	2022-2023 Student Services Org Chart
II.C.7-01	2020-2021 Student Services Comprehensive Program Review- Admissions and Records
II.C.7-02	MPC AB 705 Improvement Plan Submission to CCCC
II.C.7-03	Implementing AB 705, Supporting Equity and Student Success - Board Presentation - April 2022
II.C.7-04	CCCCO Memo, Assembly Bill (AB) 705 Implementation - July 2018
II.C.7-05	Multiple Measures Assessment Project (MMAP) Criteria
II.C.7-06	English & Math Placement Recommendation Based on Application

II.C.7-07	<u>MPC Website, Student Services, Guided Placement</u>
II.C.7-08	<u>Examples of MPC ENSL Placement Results in Multiple Languages</u>
II.C.7-09	<u>MPC Website, AB705 Placement Statistics</u>
II.C.8-01	<u>Board Policy 3310 - Records Retention and Destruction</u>
II.C.8-02	<u>Administrative Procedure 3310 - Records Retention and Destruction</u>
II.C.8-03	<u>2021-2022 Monterey Peninsula College Catalog- Student Rights and Responsibilities, Confidentiality of Records (p. 54)</u>
II.C.8-04	<u>MPC Website, Admissions and Records, Student Records</u>
II.C.8-05	<u>2022-2023 MPC Catalog, Student Rights and Responsibilities</u>
II.C.8-06	<u>Administrative Procedure 4231 - Grade Changes</u>

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

STANDARD III.A.1 *The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

Employing Qualified Administrators, Faculty, and Staff

Monterey Peninsula College assures the integrity and quality of its programs and services by employing administrators, faculty, and classified staff who are qualified by appropriate education, training, and experience to provide and support its programs and services by adhering to hiring procedures that reflect the College's commitment to a policy of nondiscrimination and equal employment opportunity (EEO) in the recruitment, selection, employment, training, reclassification, promotion, and retention of employees.

The College's Full-time Faculty Hiring Procedure ([III.A.1-01](#)) was designed to ensure that the College selects "faculty who can teach, who are experts in the subject matter of their discipline, and who will foster community college effectiveness." The rigorous process involves a screening committee comprising a diverse group of administrators, Division Chairs, and faculty recommended by the Academic Senate from within and outside of the division ([III.A.1-02](#)). All committees include discipline experts and may also include students, classified staff, and community members. The screening committee drafts the position announcement with criteria including duties, minimum qualifications, and desirable qualifications; screens applications and interviews candidates based on the established criteria; and recommends top candidates to the Superintendent/President for consideration. Minimum qualifications for faculty are consistent with those established by the California Community College Chancellor's Office (CCCCO) and Academic Senate for California Community Colleges (ASCCC) ([III.A.1-03](#)). In addition to the formal interview, candidates for faculty positions are required to prepare and present a teaching demonstration or provide a demonstration of skills relevant to non-teaching positions such as a mock counseling session or short library instruction ([III.A.1-04](#)). Performance in the interviews, assessments, and demonstrations are evaluated individually by each search

committee member. Following the ranking, committee members discuss the candidates and recommend finalists. Finalists for full-time faculty positions are invited to a second round of interviews with the Vice President of Academic Affairs or Student Services and the Superintendent/President. The Superintendent/President conducts final interviews and makes the final hiring decision.

Administrative Procedure 7123 ([III.A.1-05](#)) outline specific procedures for hiring part-time faculty and reiterates the College's goal to "recruit and hire highly qualified adjunct faculty who are experts in their subject areas, who are skilled in serving the needs of the culturally and ethnically diverse student population served by the District, and who can enhance overall college effectiveness." The adjunct faculty hiring process also includes establishing a screening committee composed of the Division Chair, Department Chair, or designee and at least one additional faculty member from the discipline as well as optional members including academic administrators, students, and community members. Similar to the procedures for full-time faculty recruitment, the screening committee drafts the position announcement (if one does not already exist), screens applications, interviews candidates, and recommends top candidates for consideration.

Administrative Procedure 7121 ([III.A.1-06](#)) outlines the College's procedures for hiring managers and confidential employees with the goal of hiring "highly qualified individuals for both educational and classified administrators and confidential employees who are knowledgeable in their professional areas, who are skilled in managing and directing administrative functions or academic programs, providing administrative and professional support, and who can foster overall college effectiveness." AP 7121 outlines a process similar to faculty recruitment, which includes establishing a screening committee, conducting interviews, and recommending top candidates to the Superintendent/President. As part of the interview process, candidates for administrative positions may be asked to prepare a presentation for the search committee on an identified subject related to the position ([III.A.1-07](#)). Minimum qualifications for academic administrators are established in compliance with Title 5 regulations, section 53420 for educational administrator positions, and those for classified administrators and managers are determined by the College ([III.A.1-08](#)). Procedures also ensure that the requirement of a "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students" is considered as part of the screening process. Performance in the interviews, assessments, and demonstrations are evaluated individually by each search committee member. Following the ranking, committee members discuss the candidates and recommend finalists. In the case of senior level administrators, finalists may be asked to participate in College open forums, in which the MPC community may attend and ask questions ([III.A.1-09](#)). The Superintendent/President conducts final interviews and makes the final hiring decision.

The College's Human Resources (HR) department plays a key role in the recruitment process for all positions by serving as a resource regarding all recruitment activities. HR staff provide

training for screening committees ([III.A.1-10](#)), including EEO and implicit bias topics, and guides committees through each step in the process. The College's Chief Human Resource Officer (CHRO) approves job announcements and screening tools that are used by committees to assess how well candidates may be qualified to perform the functions of the job to assure the integrity and quality of our programs and services. All finalists are vetted through a reference process performed by the Office of Human Resources or appropriate administrator ([III.A.1-11](#)). The Board of Trustees approves the employment of all new hires ([III.A.1-12](#)). As part of the onboarding process, the Office of Human Resources receives official transcripts and proof of certificates and licenses, and verifies years of teaching and/or occupational experience.

Clearly Stated Criteria, Qualifications, and Procedures

MPC clearly and publicly communicates criteria, qualifications, and procedures for selection of personnel that address the needs of the institution in serving its student population. Hiring procedures for each type of position provide specific requirements for job announcements, including content, format, and length of posting ([III.A.1-13](#), [III.A.1-14](#)).

All full- and part-time faculty and administrator job announcements include clearly stated criteria including the College's commitment to educational equity and diversity and an inclusive learning environment; position-specific duties; College employment requirements; minimum qualifications; and desirable qualifications ([III.A.1-15](#), [III.A.1-16](#), [III.A.1-17](#), [III.A.1-18](#)). All announcements include information about the application process, including required application materials, recommendations for specific content to include in the cover letter and diversity statement; the procedure for applying for equivalency to minimum qualifications; and considerations for evaluation of foreign transcript ([III.A.1-19](#), [III.A.1-20](#)). Classified job announcements clearly describe position descriptions; essential duties and functions; qualifications based on education, knowledge, and abilities; College employment requirements; work schedules; and application procedures ([III.A.1-21](#), [III.A.1-22](#)).

Job Announcements and Job Descriptions Aligned to Mission

MPC ensures that its job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. The College has formal job descriptions for classified and management positions. Job announcements are used to define the role of faculty at the College.

As mentioned above, job announcements for faculty and management recruitments are drafted by screening committees based on the College's hiring procedures for each position type. Screening committee members use a template provided by the College, which begins with a common statement, developed by the College and implemented for recruitments starting in 2021, to reflect MPC's mission and commitment to achieving educational equity for all students ([III.A.1-23](#)). As noted above, job announcements also include information regarding the position duties, responsibilities, and authority. For example, a recent job announcement for the position of Associate Dean of Instruction - STEM ([III.A.1-24](#)) highlighted the need for equity-minded employees committed to accountability and race consciousness.

Job descriptions for classified positions are established by the College to address the essential work and responsibilities necessary to sustain programs and services in the area and contribute to the College mission. Classified job descriptions are developed in collaboration with the MPC Classified School Employees Association (CSEA) and approved by the Governing Board. Each classified job description includes an overview of the position; authority and reporting structure; essential job duties; qualifications based on education, knowledge, and abilities; and other requirements of the position ([III.A.1-25](#), [III.A.1-26](#)).

Analysis and Evaluation

The College meets the Standard. MPC assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff. The procedures for hiring faculty, staff, and administrators clearly outline the development of the job announcement, minimum qualification review of applications, and the recruitment and search processes. Screening committees assess candidates based on established criteria and recommend qualified finalists for consideration of the Superintendent/President. Job announcements and job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

STANDARD III.A.2 *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Evidence of Meeting the Standard

Monterey Peninsula College ensures that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed and appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. As stated in Standard III.A.1, the College's Full-time Faculty Hiring Procedure ([III.A.1-01](#)) and Administrative Procedure 7123 ([III.A.1-05](#)) are both designed to ensure that the College selects highly qualified faculty who are experts in the subject matter of their discipline and are prepared to serve the needs of the students at the College. As part of the hiring process, job announcements include criteria including duties of the position, minimum qualifications, and desirable qualifications. The College uses job announcements in lieu of job descriptions for faculty positions.

Faculty job announcements clearly state duties of the position, information about the level of assignment, course offerings to be taught, and/or student support services to be provided. Duties also include institutional responsibilities such as continued professional development, participation on shared governance committees, and participation at the department and division levels. All faculty job announcements include responsibilities for developing and reviewing curriculum and assessment of student learning through the following common

statement: “Assist in the assessment, development, and revision of curriculum, including student learning outcomes, assessment processes, and program review” ([III.A.2-01](#), [III.A.2-02](#), [III.A.1-15](#)).

Minimum qualifications for faculty are clearly stated on all job announcements and are consistent with those established by the CCCC and ASCCC ([III.A.1-03](#)). As permitted by California Education Code, MPC has adopted an equivalency process whereby applicants who believe they meet equivalency requirements may provide evidence of equivalent coursework and/or professional experience, which is reviewed by the Equivalency Committee of the Academic Senate during the screening process ([III.A.2-03](#), [III.A.2-04](#)). Minimum qualifications require that faculty members must have specific degrees from accredited institutions of higher education or relevant work experience defined for each discipline. Human Resources staff verifies that applicants meet minimum qualifications by reviewing official transcripts and guiding applicants through the process of applying for equivalency, where appropriate ([III.A.1-20](#)).

Desirable qualifications are often included in faculty job announcements when needs of the program can be addressed by candidates with qualifications beyond the minimum. Expertise in a specific area of a discipline; the willingness to work cooperatively with colleagues on matters regarding course offerings, programs, and activities that would promote the discipline as a field of study; the knowledge of and commitment to teaching strategies and methods that enhance student success; and the ability to provide services to non-native speakers of English are examples of desirable qualifications ([III.A.2-05](#)).

Contribution to the mission is included in all job announcements through a common introduction statement that was implemented beginning with fall 2020 recruitments. The statement, which is included with all faculty announcements, aligns with the College mission and describes the faculty role in contributing to the College’s commitments to educational equity and inclusive learning environments and helping students achieve their goals ([III.A.1-23](#), [III.A.1-15](#), [III.A.1-16](#)).

Analysis and Evaluation

The College meets the Standard. MPC ensures that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed and appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. All job announcements include development and review of curriculum as well as assessment of student learning.

STANDARD III.A.3 *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard

Monterey Peninsula College ensures that all administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality through its policies and procedures for recruiting and hiring. Board Policy 7120 establishes recruitment and selection criteria including “academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors” ([III.A.3-01](#)).

Administrative Procedure 7121 requires that job announcements include minimum qualifications “in compliance with Title 5 regulations, section 53420 for educational administrator positions” and specifies that “the state-mandated requirement of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students (Title 5 regulations, section 53022)” be a minimum requirement for administrators ([III.A.1-06](#)). Recent job announcements for Dean of Student Services ([III.A.1-18](#)) and Associate Dean of STEM ([III.A.1-08](#)) illustrate the inclusion of these requirements as part of the hiring process for administrator and manager positions.

Board Policy 7211 defines the roles and responsibilities of the District, Board, and Academic Senate in ensuring qualifications of faculty. It is the role of District administration to “establish procedures to determine minimum qualifications and equivalencies for minimum qualifications for hiring faculty that are compliant with relevant sections of the Education Code and Title 5 regulations” ([III.A.3-02](#)). Further, this policy ensures that the “Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are ‘at least equivalent to the applicable minimum qualifications’ per Education Code Section 87359(b).”

The College’s Full-time Faculty Hiring Procedures ([III.A.1-01](#)) state that prior to posting the announcement for a job opening, the hiring committee chair certifies “that the minimum qualifications for the position are the statewide minimum qualifications, including the requirement that the successful candidate demonstrates sensitivity to the diverse academic, socio-economic, cultural, disability, and ethnic background of community college students.” Recent recruitments for full-time faculty in Kinesiology ([III.A.1-16](#)), English as a Second Language ([III.A.3-03](#)), and Learning Skills ([III.A.3-04](#)) illustrate that faculty job announcements include appropriate qualifications consistent with those established by the CCCCO and ASCCC ([III.A.1-03](#)). Administrative Procedure 7123 ensures that adjunct faculty also meet minimum qualifications ([III.A.1-05](#)). Recent recruitments for part-time faculty in Hospitality ([III.A.3-05](#)) and

Counseling ([III.A.3-06](#)) illustrate that part-time faculty job announcements include appropriate minimum qualifications.

Analysis and Evaluation

The College meets the Standard. MPC ensures that all administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality through its policies and procedures for recruiting and hiring.

STANDARD III.A.4 *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Evidence of Meeting the Standard

Verification of Qualifications from Recognized U.S. Accrediting Agencies

Monterey Peninsula College ensures that all required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Administrative Procedure 7120 ([III.A.4-01](#)) establishes conditions of employment for applicants, including the requirement to “submit official transcripts, employment verification forms, copies of required documents including licenses and certificates.” The College’s Full-time Faculty Hiring Procedures ([III.A.1-01](#)) specify that applications should include “transcripts from accredited institutions.” Recent job announcements for full-time faculty in Kinesiology ([III.A.1-16](#)), English as a Second Language ([III.A.3-03](#)), and Learning Skills ([III.A.3-04](#)) illustrate that faculty recruitments include instructions regarding submitting transcripts as part of the application process.

Validation of Equivalency of Degrees from Non-U.S. Institutions

MPC’s Full-time Faculty Hiring Procedures specify that “foreign transcripts must be evaluated by the American Association of Collegiate Registrars and Admissions Officers and certified through the MPC equivalency process.” The Kinesiology, English as a Second Language, and Learning Skills job announcements referenced above also provide evidence that faculty position announcements include instructions for evaluation of foreign transcripts as well as a list of agencies that perform evaluation of foreign transcripts ([III.A.4-02](#)). The HR department provides guidance and support for candidates requiring assistance with the application or transcript evaluation process.

Analysis and Evaluation

The College meets the Standard. MPC follows hiring procedures to ensure that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies and that degrees from non-U.S. institutions are recognized only if equivalence has been established through an approved transcript evaluation service.

STANDARD III.A.5 *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Evidence of Meeting the Standard

Systematic Evaluation Processes

Monterey Peninsula College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals as stated in Administrative Procedure 7150 ([III.A.5-01](#)), which stipulate that classified employee evaluations are to be conducted in accordance with the collective bargaining agreement with Monterey Peninsula College Classified Employee Association (MPCEA) ([III.A.5-02](#)) or the Confidential Employee Performance Evaluation ([III.A.5-03](#)); full- and part-time faculty evaluations are conducted in accordance with the collective bargaining agreement with Monterey Peninsula College Teachers Association (MPCTA) ([III.A.5-04](#)); and evaluation of managers and supervisors follow procedures in the Management Team Evaluation Process ([III.A.5-05](#)). Evaluation procedures for the Superintendent/President are described in Standard IV.C. The College's HR department coordinates evaluation procedures for all employees based on the respective agreement as noted below.

Classified Employee Evaluations: Based on the collective bargaining agreement with CSEA, probationary CSEA-represented employees are evaluated at least once prior to their first five months of employment. All permanent CSEA-represented employees are evaluated annually during the month of April. CSEA-represented employees and their supervisors may request additional evaluations at any time during the year. Confidential employees are evaluated at least twice before the end of the first five months in the position. All permanent confidential employees are evaluated annually during the anniversary month in which they originally assumed the position. The HR department annually sends communication regarding the evaluation process, timeline, and forms and tracks completion of classified evaluations ([III.A.5-06](#), [III.A.5-07](#), [III.A.5-03](#)).

Faculty Evaluations: The collective bargaining agreement with MPCTA outlines uniform standards and timelines for evaluation of temporary faculty, tenure-track faculty, tenured faculty, Division Chairs, and faculty seeking additional Faculty Service Areas (FSAs). Temporary faculty evaluations occur every sixth semester in which that faculty member has an assignment at the College. Tenure-track faculty are evaluated annually in their first, second, third, and fourth years. Tenured faculty are evaluated every three years. Division chairs are evaluated annually. The HR department sends communication regarding the evaluation process, timeline, and forms for each faculty group annually and tracks completion ([III.A.5-08](#), [III.A.5-09](#)). In addition, the HR department provides weekly timelines to facilitate timely completion of all

steps required in the tenure-track faculty ([III.A.5-10](#)), tenured faculty ([III.A.5-11](#)), part-time faculty ([III.A.5-12](#)), and Division Chair ([III.A.5-13](#)) evaluation processes.

Management Evaluations: Evaluations for management team employees, which includes all administrators, managers, and supervisors, are completed annually by the end of the academic year on June 30. The HR Office sends communication regarding the evaluation process, timeline, and forms annually and tracks completion of management evaluations ([III.A.5-14](#)).

Clear Evaluation Criteria

MPC has established and adheres to written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to expertise.

Criteria for Classified Evaluations: Written criteria for evaluating classified personnel are listed on the College's Classified Employee Performance Evaluation form and Confidential Employee Performance Evaluation form. These forms include quality of work, quantity of work, knowledge of job, working relationships/attitude, initiative, work habits, attendance, and punctuality ([III.A.5-15](#), [III.A.5-16](#)). The form provides supervisors with the opportunity to identify noteworthy accomplishments. As part of the process, supervisors work with employees to document short-term and long-term goals for improvement in job performance and plans for supporting improvement.

Criteria for Faculty Evaluations: Written criteria for tenured, tenure-track and part-time faculty evaluation are listed on the cover sheet for faculty evaluation packets. Criteria for tenure track faculty in their first, second, and fourth years include student evaluations, classroom visits, self-evaluation, and a review of classroom materials ([III.A.5-17](#)). Evaluation criteria for tenure-track faculty in their third year include only student evaluations unless second-year evaluations were not satisfactory ([III.A.5-18](#)). Evaluation criteria for tenured faculty include student evaluations, self-evaluation, and classroom visits if requested by the evaluatee or warranted by complaints ([III.A.5-19](#)). Evaluation criteria for part-time faculty include student evaluations, classroom visits, self-evaluation, and a review of classroom materials ([III.A.5-20](#)).

Criteria for Management Evaluations: Written criteria for management evaluations are listed on the Management Performance Evaluation Form and include communication, planning, problem solving, delegation, participation, inclusiveness, decision making, and commitment to the College mission and values ([III.A.5-05](#)). The form includes a section for supervisors to work with management employees to document professional goals for the upcoming year and identify plans to support achieving the goals.

Assessing Effectiveness, Encouraging Improvement, and Timely Follow-up

As identified in Administrative Procedure 7150, the College's evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented as outlined below for each employee group.

Classified Evaluations: For each of the criteria for classified evaluation listed in the section above, supervisors rate performance on a scale of (1) unsatisfactory, (2) improvement needed, or (3) meets expectations ([III.A.5-15](#), [III.A.5-16](#)). Overall performance is evaluated using the same scale. The evaluation process encourages improvement by including the development of performance goals and plans for improvement for all employees. In addition, if overall performance has a rating of 1 or 2, then the employee is re-evaluated using the same process within 30-90 days, as determined by the supervisor and based on the nature of improvement needed and goals identified. An overall rating of 3 satisfies the annual evaluation process, and the employee is re-evaluated in their next annual evaluation cycle.

Faculty Evaluations: As stated in the collective bargaining agreement with MPCTA, the purpose of the faculty evaluation and tenure review process is to ensure that the College “maintains the highest quality in its faculty.” The criteria for faculty evaluation, listed in the section above, are intended to allow for feedback of students, peers, administration, and the evaluatee to be part of the overall assessment. Evaluation of faculty has three potential outcomes, each with specific follow-up actions that are formal, timely, and documented as part of the evaluation process ([III.A.5-17](#), [III.A.5-18](#), [III.A.5-19](#), [III.A.5-20](#)). A satisfactory evaluation outcome indicates that the faculty member is performing as expected and satisfies the evaluation requirements until the employee’s next formal evaluation, as established by the contractual timeline for the type of faculty member. A needs improvement evaluation outcome indicates that the evaluation committee believes that the evaluatee has potential to improve and requires specific follow-up including a plan for improvement developed in collaboration between the evaluatee and the committee as well as a complete follow-up evaluation in the subsequent semester. An unsatisfactory evaluation outcome indicates that the committee recommends that a temporary faculty not be re-employed, a tenure-track faculty not receive a subsequent contract, or an amelioration committee be formed to follow-up on performance of tenured faculty as specified in the agreement with MPCTA.

Management Evaluations: For each of the criteria for management evaluation, listed in the section above, supervisors provide an assessment of performance using a scale that includes the following options: meets/exceeds expectations, needs improvement, and does not meet expectations ([III.A.5-21](#)). The process encourages improvement by including the development of professional goals and plans for improvement for the upcoming year.

Analysis and Evaluation

The College meets the Standard. MPC assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals as established in collective bargaining agreements and Administrative Procedures. The HR Office provides communication, guidance, tracking, and follow-up to ensure evaluations are completed in a timely manner. In addition, the College adheres to written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The College’s evaluation processes assess effectiveness of personnel; encourage improvement; and provide for formal, timely, and documented follow-up.

STANDARD III.A.6 *Standard III.A.6 deleted.*

STANDARD III.A.7 *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Evidence of Meeting the Standard

Monterey Peninsula College maintains a sufficient number of full- and part-time faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes through several methods used to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set forth by the CCCCO, in accordance with Title 5. In its most recent calculation, the College was 6.2 FTEF over the required FON ([III.A.7-01](#)). The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs ([III.A.7-02](#)). The Superintendent/President makes the final determination of how many full-time faculty will be hired each year, balancing FON requirements with other College resource allocation needs.

In addition, the Comprehensive Program Review process enables the College to assess the quality of programs and services and assure that each instructional and service area maintains a sufficient number of faculty to sustain program quality in support of the mission. As part of the Program Review process, the College examines several factors that directly or indirectly contribute to an assessment of faculty staffing levels, including alignment between program mission and College mission; trends related to course offerings and scheduling; five-year enrollment trends; and staffing data, including analysis of FTEF to FTES ([III.A.7-03](#)).

During the College's annual faculty prioritization process, members of the Academic Affairs Advisory Group (AAAG) review proposals for new or replacement full-time faculty. The process outlines specific criteria, including faculty responsibilities that support the College's mission and delivery of quality programs and services ([I.A.3-02](#)). In 2021-22, 11 full-time faculty positions were requested. After careful review and scoring of the positions by AAAG members using a rubric to help norm scoring members, the positions were ranked and results forwarded to the President/Superintendent, who reviewed AAAG's rankings in conjunction with other data noted above, and, ultimately, seven full-time faculty positions were approved to move forward with recruitment ([III.A.7-04](#)).

Enrollment trends, program review data, FTES generation, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. As stated in Administrative Procedure 7123, part-time faculty are recruited when a vacant assignment exists and upon the recommendation of the division or Department Chair and upon approval of the area administrator ([III.A.1-05](#)).

The table below shows full-time equivalent numbers of faculty and full-time students.

Full-Time Equivalent Faculty (FTEF) and FTES					
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-time Faculty FTE	124.9	119.4	136.6	128.8	115.8
Part-time Faculty FTE	109.0	111.4	100.8	101.3	116.2
Total Faculty FTE	233.9	230.8	237.4	230.1	232.0
FTES*	2707.45	2810.12	2719.51	2420.43	2235.15
FTES*/FTE Faculty - MPC	11.6	12.2	11.5	10.5	9.6
FTES*/FTE Faculty - Statewide	14.6	13.8	14.1	13.2	12.1

*Data source: CCCCO MIS Database (Fall 2017-Fall 2021). *Includes FTES from instructional contracts*

The College's student to faculty ratio is lower than statewide average. The data above, along with the fact that the College exceeds its FON, suggest that the College maintains sufficient numbers of faculty to support the educational, technological, physical, and administrative operations of the institution.

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (21.48% strongly agreed and 30.37% somewhat agreed) that their area currently has adequate staff to provide instruction or services; 22.22% somewhat disagreed, 21.48% strongly disagreed, and 4.44% indicated that they don't know. The survey also found that the majority of respondents agreed (42.11% strongly agreed and 29.32% somewhat agreed) that some areas of the College need more faculty, staff, or administrators; 9.02% somewhat disagreed, 4.51% strongly disagreed, and 15.04% indicated that they don't know. The results, along with the data presented above, support the College's continued assessment of staffing and service levels.

Analysis and Evaluation

The College meets the Standard. MPC maintains a sufficient number of full- and part-time faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and goals through institutional processes including FON reporting, Program Review, faculty prioritization, and part-time faculty recruitment practices.

STANDARD III.A.8 *An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard

Part-Time Faculty Employment Practices

Monterey Peninsula College's employment policies and practices provide for orientation, oversight, evaluation, and professional development of part-time faculty. Part-time faculty represent 56% of the College's Full-time Equivalent Faculty ([III.A.8-01](#)) and are essential to the College's ability to provide instruction, student services, and learning support services. Providing support for and including the expertise of part-time faculty in discussions and institutional decision making is essential to ensuring the College is accomplishing its mission and serving the needs of MPC's student population.

Orientation: The College provides new part-time faculty with a new employee orientation through the HR Office upon hire ([III.A.8-02](#)) and orientation for new part-time faculty coordinated by the Office of Academic Affairs (OAA) at the beginning of each semester ([III.A.8-03](#)). One-to-one orientation meetings are available for those who cannot attend or who are hired after the beginning of the semester. The part-time faculty orientation provides an overview of the faculty role at the College and introduces participants to departments, programs, and services that assist faculty as well as representatives from Academic Affairs, Student Services, Human Resources, Admissions and Records, Online Education and Library services, Academic Senate, and the MPCTA. The wide-ranging participation in these orientations is an indication of how seriously the College takes its responsibility to part-time faculty members and the students they will work with. The College's newly established Professional Development Coordinator is currently assisting with evaluation of the part-time faculty orientation and with plans for improving future orientation and mentoring opportunities.

Oversight: All full-time and part-time faculty are members of one or more departments, which are grouped into divisions at the College ([III.A.8-04](#)). All faculty report to a Dean of Instruction or Student Services assigned to one or more divisions. In addition to the Dean serving as supervisor, Department and Division Chairs play key roles facilitating and coordinating the work of part-time faculty, including facilitating communication with all faculty; recommending part-time faculty hiring; leading division and department meetings; and facilitating participation in Program Review and learning assessment activities ([III.A.8-05](#), [III.A.8-06](#)).

Evaluation: All part-time faculty are evaluated following procedures, outlined in the collective bargaining agreement with MPCTA ([III.A.5-04](#)), that closely mirror the procedures used to evaluate full-time faculty. Part-time faculty evaluation procedures are described in Standard III.A.7. Part-time faculty are evaluated by full-time peers. The final evaluation outcome is based

on components of the evaluation, which may include observations, student evaluations, a review of classroom materials, and a self-evaluation written by the part-time instructor being evaluated.

The College is currently in the process of redesigning its faculty evaluation process through collaboration with the MPCTA and Academic Senate. The workgroup established by MPCTA and the Academic Senate to develop recommendations included part-time faculty and a goal of providing greater opportunities for part-time faculty to observe their full-time peers in their work and engage in dialogue about improving instruction, student services, and learning support ([III.A.8-07](#)). The new process will be implemented upon completion of negotiations between the District and MPCTA for an updated collective bargaining agreement.

Professional Development: Part-time faculty are invited and encouraged to participate in all College-wide professional development opportunities. The College operates on a flexible calendar, which requires Flex Days in lieu of classroom instruction. Institutional Flex Days are held prior to the start of each semester and include professional development topics relevant to all faculty ([III.A.8-08](#), [II.A.7-11](#)). In addition to the requirement to include an obligation for part-time faculty, whose class hours were reduced due to the flexible calendar, as specified in the Guidelines for Implementation of the Flexible Calendar Program provided by the CCCCO ([III.A.8-09](#)), the College compensates adjunct faculty for participation in Flex Days up to their number of hours of instruction per week ([III.A.8-10](#)). In addition, the College requires all full- and part-time faculty to complete eight hours of orientation and training related to online instruction prior to the beginning of their first online course ([III.A.8-11](#)) and compensates faculty for the required training ([III.A.8-12](#)). Beyond the required training, part-time faculty regularly participate in program-specific professional development including the Math department's faculty community of practice ([III.A.8-13](#)), English Department's Composition Committee ([III.A.8-14](#)), and the recent Guided Pathways Student Ready Pilot training for English and Math faculty ([II.A.7-13](#)). Part-time faculty are also eligible to apply for Faculty and Staff Advancement (FASA) Awards through the MPC Foundation to support individual professional development interests ([III.A.8-15](#)).

Integration into Life of Institution

MPC provides opportunities for integration of part-time faculty into the life of the institution in a variety of ways. The College's participatory governance structure embraces the role of full- and part-time faculty in institutional decision making, particularly in the area of developing recommendations on academic and professional matters. The Academic Senate is the primary governance body that represents full- and part-time faculty and specifically includes a position reserved for part-time faculty members ([II.A.7-08](#)). The collective bargaining agreement with MPCTA provides for adjunct faculty compensation for participation in governance assignments as well as the opportunity for adjunct faculty to fill positions in which full-time faculty would have received reassigned time ([III.A.8-16](#)). In addition, MPCTA bylaws ensure that the executive board includes a part-time faculty representative ([III.A.8-17](#)).

Part-time faculty participation in the life of the institution is further reflected in flex presentations by part-time instructors during both spring and fall 2021 Flex Days ([III.A.8-18](#)). In addition, part-time faculty participate and play key roles on committees, task forces, and pilot projects across the institution, including the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Taskforce ([III.A.8-19](#)), a new Peer Observation Pilot for faculty evaluations ([III.A.8-20](#)), and the Guided Pathways/Academic Senate Student Ready Pilot Implementation Team ([III.A.8-21](#)), to name a few.

Analysis and Evaluation

The College meets the Standard. MPC has employment policies and practices that provide for the orientation, oversight, evaluation, and professional development of part-time faculty. Part-time faculty are essential to the College's ability to provide instruction, student services, and learning support services, and MPC works to provide opportunities for part-time faculty integration into the life of the institution.

STANDARD III.A.9 *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard

Monterey Peninsula College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College evaluates the sufficiency of its staff on an ongoing basis through Program Review processes to ensure that educational, technological, physical, and administrative needs can be met effectively. Program Review includes prompts for areas to reflect on sufficiency of resources, including personnel ([III.A.7-03](#)). New positions are added when necessary and as resources allow. Reclassification, reassignment, and/or cross training help to ensure that existing staff are deployed effectively.

When a classified vacancy occurs, managers work with the HR department to complete a Request to Fill Classified Positions form ([III.A.9-01](#)). As part of the request process, the supervisor reviews the job description and, based on unit needs, determines whether to request that the vacancy be filled with no changes or some modifications to the job description or to request an entirely new position. Supervisors provide budget information and an explanation of how the position supports student learning as rationale for filling the vacancy. The Superintendent/President and Cabinet approve filling vacancies in existing, budgeted classified positions, and share the results of the decision with AAAG, SSAG, and PAG as appropriate to ensure transparency.

The reclassification process provides a structure for examining duties and qualifications required for each classified position in order to support the educational, technological, physical, and administrative operations of the institution. Job descriptions are also reviewed during the

annual classified evaluation process to ensure that they adequately reflect the current job requirements and program needs ([III.A.9-02](#)).

Cross training of existing staff also helps to ensure that the College maintains a sufficient number of qualified staff to meet institutional needs. For example, in an effort to provide MPC effective support of administrative needs of the institution, the HR Department has made concerted efforts to cross train staff in recruitment; management of evaluation, data and reporting; and employee/employer relations.

The table below shows full-time equivalent numbers of classified professional staff, classified support staff, and full-time students.

Classified Staff Full-Time Equivalent Employees and FTES					
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Classified Professional FTE	12.2	11.5	14.8	13.8	16.4
Classified Support FTE	140.3	125.0	150.4	143.4	137.1
Total Classified FTE	152.5	136.5	165.2	157.2	153.5
FTES*	2707.45	2810.12	2719.51	2420.43	2235.15
FTES*/FTE Staff - MPC	17.8	20.6	16.5	15.4	14.6
FTES*/FTE Staff - Statewide	21.6	20.7	21.2	18.7	17.8

*Data source: CCCC MIS Database (Fall 2017-Fall 2021). *Includes FTES from instructional contracts; FTES reflect fall term only*

The College’s student to staff ratio is lower than the statewide average. The data suggest that the College maintains sufficient numbers of staff to support its educational, technological, physical, and administrative operations of the institution.

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (21.48% strongly agreed and 30.37% somewhat agreed) that their area currently has adequate staff to provide instruction or services; 22.22% somewhat disagreed, 21.48% strongly disagreed, and 4.44% indicated that they don’t know. The survey also found that the majority of respondents agreed (42.11% strongly agreed and 29.32% somewhat agreed) that some areas of the College need more faculty, staff, or administrators; 9.02% somewhat disagreed, 4.51% strongly disagreed, and 15.04% indicated that they don’t know. The results, along with the data presented above, support the College’s continued assessment of staffing and service levels.

Analysis and Evaluation

The College meets the Standard. MPC has processes in place to evaluate staffing levels and facilitate new, revised, and replacement positions in order to ensure a sufficient number of

staff with appropriate qualifications supports effective educational, technological, physical, and administrative operations of the institution.

STANDARD III.A.10 *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)*

Analysis and Evaluation

Monterey Peninsula College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. MPC employs administrators and managers to provide oversight and supervision of the day-to-day operations of the College as described in Standard III.A.3.

The preparation and expertise necessary to provide continuity and effective administrative leadership and services are outlined and identified in the job postings for all administrators hired by the College. As described in Standard III.A.3, the College’s Administrative Procedure 7121 requires that educational administrator job announcements include minimum qualifications established by the CCCCCO ([III.A.1-03](#), [III.A.1-06](#)), which include a Master’s degree and one year of experience related to the administrative assignment. Beyond minimum qualifications, administrators are required to possess additional training, experience, and other desirable qualifications specific to their assignment as listed on the job announcement ([III.A.10-01](#), [III.A.1-24](#)). HR staff verify administrators’ educational preparation and work experience as part of the hiring process.

Administrators and managers attend conferences, workshops, and training to maintain currency in the field and to ensure compliance with new laws and regulations. As an example, MPC managers and administrators have attended ongoing mentor training with the Association of California Community College Administrators (ACCCA) ([III.A.10-02](#)). In addition, administrators attend annual and biannual conferences and informational and training workshops with colleagues across the state.

Analysis and Evaluation

The College meets the Standard. MPC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

STANDARD III.A.11 *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

Evidence of Meeting the Standard

Establishing Personnel Policies

Monterey Peninsula College establishes and regularly reviews and updates written personnel policies and procedures as outlined in Administrative Procedure 2410 ([I.B.7-02](#)). Administrative Procedure 2410 establishes a five-year review cycle for Board Policies and Administrative Procedures and identifies the administrator in charge of the policies as well as steps for review by the College community and Governing Board. Personnel policies and procedures are contained in Chapter 7 - Human Resources and are under the purview of the College's CHRO. Additional policies related to personnel are also found in Chapter 3 - General Institution. When necessary, policies and procedures are reviewed, updated, and approved off-cycle to ensure that the College remains in compliance with changing external laws and mandates. The District communicates information regarding meetings where a Governing Board subcommittee reviews proposed new and revised policies ([III.A.11-01](#)) as well as all actions taken, including approval of new policies, during regular Governing Board meetings through all users email announcements ([III.A.11-02](#)).

In addition to Governing Board Policies and Administrative Procedures, specific personnel policies and procedures also developed through negotiations with the MPCTA and MPCEA. Evaluation, grievance, and discipline procedures are included in collective bargaining agreements for each group respectively ([III.A.11-03](#), [III.A.11-04](#)).

Publication of Personnel Policies

MPC ensures that personnel policies are publicly available for information and review through the College's Governing Board Policies website ([I.B.7-03](#)), which lists all District HR policies and procedures under Chapter 7 - Human Resources, including those related to recruitment, hiring, compensation, evaluation, bargaining, minimum qualifications, FSAs, benefits, leave, resignation, and retirement. In addition, Chapter 3 - General Institution policies and procedures cover a range of topics including the institutional code of ethics, nondiscrimination, equal employment opportunity, prohibition of harassment, and workplace violence. Collective bargaining agreements with MPCTA and MPCEA as well as forms and processes related to District policies and procedures are publicly available for information and review on the College's HR department website ([III.A.11-05](#)). The College's HR department reviews Board Policies and Administrative Procedures with new employees during orientation ([III.A.8-02](#), [III.A.11-06](#)).

Fair, Equitable, and Consistent Administration of Personnel Policies

MPC ensures that personnel policies and procedures are fair and equitably and consistently administered. The College's HR department plays a key role in providing leadership and support for the administration of personnel-related policies, procedures, and actions. As stated above, HR staff provide all employees with information about College policies and procedures during

new employee orientation. HR staff also provide training and support to administrators, managers, and supervisors in the application of personnel policies and procedures through one-to-one support and training during management team meetings ([III.A.11-07](#), [III.A.11-08](#)). Collective bargaining agreements with employee associations provide specific grievance procedures ([III.A.11-09](#), [III.A.11-10](#)) in the event that faculty or staff believe provisions of the agreement were violated and outline complaint procedures ([III.A.11-11](#), [III.A.11-12](#)) for personnel matters not covered by the agreements.

Analysis and Evaluation

The College meets the Standard. MPC establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review through the College website and provided to employees through new orientation. The College ensures personnel policies and procedures are fair and equitably and consistently administered.

STANDARD III.A.12 *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

Supporting Diverse Personnel

Through its policies and practices, Monterey Peninsula College strives to create, maintain, and enhance appropriate programs, practices, and services that support its diverse personnel and to be an equitable employer. Board Policy 7100 describes the College's commitment to "hiring and staff development processes that support the goals of equal opportunity and diversity" and articulates the value of diversity to MPC's mission ([III.A.12-01](#)). Board Policy 3410 illustrates this commitment by establishing that the District shall provide access and service to "all individuals without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because the individual is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics" ([III.A.12-02](#)). Board Policy 3430 further illustrates the College's commitments by establishing policy to prohibit harassment and articulating that "the District shall be free of unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ethnicity, ancestry, immigration status, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status or because the individual is perceived to have one or more of the foregoing characteristics" ([III.A.12-03](#)).

To ensure that the College community feels the full weight of MPC's commitment to inclusion, diversity, equity, and anti-racism, the Board of Trustees has acted on numerous occasions to

express concern and support for communities that have been subject to oppression and violence. In December 2016, the Board of Trustees approved the Resolution of Support and Commitment to Undocumented Students ([III.A.12.04](#)). The sentiments of this Board resolution were amplified in a September 2017 Resolution in Support of Codifying Deferred Action for Childhood Arrivals into Law ([III.A.12-05](#)), which was a prompt response to federal action to restrict access to the program. In response to the murder of George Floyd and nationwide protests that followed, as well as Black History Month, in January 2021, the Board of Trustees approved a Resolution Reaffirming Solidarity with Black and African American Students, Faculty, and Staff ([III.A.12-06](#)) in honor of National Black History Month. Additionally, in April 2021, the Board approved both a Resolution Affirming Monterey Peninsula Community College District's Commitment to Inclusivity, Diversity, Equity, and Anti-Racism ([III.A.12-07](#)) and a Resolution Commemorating Asian American and Pacific Islander Heritage Month ([III.A.12-08](#)), which specifically address the rise in racist violence directed at members of the Asian, Asian-American, and Pacific Islander communities. Many College departments and programs, including Athletics ([III.A.12-09](#)) and the MPC Theatre ([III.A.12-10](#)), issued statements in support of Black Lives Matter movement and expressly condemning racial injustice and violence against people of color. Safe Space workshops are also available to assist individuals and groups at the College who wish to support the LGBTQIA+ community by creating consciously designated "safe" spaces at the College ([III.A.12-11](#)).

In September 2020, in response to the CCCCO Call to Action, the Superintendent/President established the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Task Force comprising faculty, staff, and administrators to lead the College in dialogue, evaluation of current practices, and development of recommendations to improve how the College supports employees and serves students. The IDEA Task Force has developed an initial set of recommendations, which includes hiring a Director of Inclusion, Diversity, Equity, and Anti-Racism and aligning College resources to increase support for underrepresented groups ([III.A.12-12](#)).

The College regularly integrates topics of diversity, inclusion, equity, and anti-racism into institutional Flex Days activities, which take place prior to the start of each semester and serve as a primary on-campus professional development and community building event. In recent years, there has been a notable focus on trying to create a welcoming community. The fall 2021 Flex Days keynote speaker addressed bystander training, bias mitigation, and building trust ([III.A.8-08](#)), and the spring 2021 keynote focused on the bias inherent in search engine algorithms and breakout sessions included topics of white fragility and safe zone/safe spaces training ([III.A.12-13](#)). Including real discussions of equity into these events is particularly important for building and maintaining an inclusive community and demonstrates one way the College is committed to supporting the principles of diversity, inclusion, equity, and anti-racism through faculty and staff development.

Assessing Equity and Diversity in Employment Practices

MPC regularly assesses its record in employment equity and diversity consistent with its mission through ongoing review of the District's progress on implementing its Equal Employment Opportunity (EEO) plan to increase diversity in the College's workforce. As part of

the annual review, the EEO plan is presented to the College’s EEO Advisory Committee and Governing Board ([III.A.12-14](#)).

In order to ensure that the College maintains appropriate programs, practices, and services that support its diverse personnel, Administrative Procedure 3430 ([III.A.12-15](#)) makes it clear that any employee may report discrimination or harassment to the CHRO, whether it has directly impact themselves or another member of the College community. This procedure goes on to state that “any employee” who receives an employment-related complaint of harassment and discrimination “shall” inform the CHRO. Board Policy 3430 “requires all supervisors to report harassment and retaliation that come to their attention” to the CHRO ([III.A.12-16](#)). These provisions create conditions where discriminatory behavior is the concern of every employee and all have a responsibility to report problems as they occur. The District has procedures in place that outline investigations of all complaints, which include legally compliant timelines and information about state and federal agencies that are also empowered to respond to discriminatory workplace conduct ([III.A.12-17](#)).

Analysis and Evaluation

The College meets the Standard. Through its policies and practices, MPC creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with MPC’s mission.

STANDARD III.A.13 *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard

Board Policy 3050 outlines five core ethical values for the Monterey Peninsula College community: honesty, integrity, accountability, respect, and trust ([I.C.8-06](#)). As stated by the policy, these values are essential to ensuring that the College can achieve its mission. Administrative Procedure 3050 further states that the Institutional Code of Ethics is intended to guide District personnel in the performance of their duties and that all District employees are required to comply with this Code of Ethics ([I.C.8-07](#)). The Administrative Procedure establishes two additional ethical values: equity and inclusivity. As required by the procedure, and to ensure effective communication and understanding, the Institutional Code of Ethics policy is included in the orientation for new employees as part of the overview of Board Policies and Procedures ([III.A.8-02](#), [III.A.11-06](#)).

Administrative Procedure 3050 also establishes expectations for ethical behavior and consequences for failing to comply with the Institutional Code of Ethics, which include disciplinary action in accordance with established disciplinary procedures, relevant regulations, Board Policies, Administrative Procedures, and collective bargaining agreements. Board Policy 7360 ([III.A.13-01](#)) and Board Policy 7365 ([III.A.13-02](#)) establish procedures for employee discipline. Disciplinary procedures for each represented employee group are further outlined in

the collective bargaining agreements that the College maintains with the MPCTA ([III.A.13-03](#), [III.A.13-04](#)) and MPCEA ([III.A.13-05](#)). Those disciplinary procedures make explicit reference to California's education code and include all lawful protections for employees.

Analysis and Evaluation

The College meets the Standard. MPC employees are provided with a clear set of guidelines for ethical decision making and behavior in the performance of their duties as well as consequences for failing to comply with the Institutional Code of Ethics.

STANDARD III.A.14 *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Providing Professional Development Opportunities

Monterey Peninsula College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. MPC has scheduled events during Flex Days each semester to provide on-campus professional development. These days are planned by the Flex Committee, a subcommittee of the Academic Senate. The Flex Committee membership is outlined in the Resource Guide for Institutional Decision-Making and comprises up to five faculty members appointed by the Academic Senate, one classified staff representative appointed by the MPCEA, and support from the Office of Academic Affairs (OAA) ([III.A.14-01](#)). This committee is also assigned the responsibility of creating and conducting an anonymous survey to be completed by attendees each fall and spring semester, which provides the opportunity for respondents to share feedback via both Likert scale and short answer ([III.A.14-02](#)). Survey results are provided to the individuals who presented at the event and used by the Flex Committee to shape future planning.

In recognition of how central Flex Days are to professional development and community building at MPC, the Academic Calendar Committee acted on requests from both the OAA and the Flex Committee and recommended a 2020-21 academic calendar that included four Flex Days with scheduled events, an increase of one day over prior years. This recommendation received approval by the Board of Trustees and has provided more time for employees to cultivate skills and develop shared goals at Monterey Peninsula College. This practice has also been incorporated into the planning of the 2022-23 academic calendar.

The College also supports off campus professional development in several ways. The Faculty and Staff Advancement (FASA) program, which is funded and managed by the Monterey Peninsula College Foundation, accepts rolling applications for MPC employees to receive full or

partial funding for a wide range of professional development activities ([III.A.8-15](#)). This particular program is available to support the professional development goals for all full- and part-time employees.

In addition to FASA, the College supports continued professional development by funding, and, as appropriate, sending teams of faculty, staff, and administrators to attend conferences and trainings such as the ASCCC Curriculum Institute; Guided Pathways trainings; ASCCC Plenary; ASCCC Leadership Institute; ACCCCA 101, 202, and Great Deans; Leading from the Middle; Online Education Conference; California Acceleration Project Conferences; ACTLA Conference; ACCJC Partners in Excellence; and UMOJA Summer Learning Institute.

Additional support is provided for classified staff through the Professional Development Program and Educational Incentive Program ([III.A.14-03](#)), which provides a \$100 per completed unit reimbursement for up to 18 units per classified employee per fiscal year. Participation in the Professional Development program requires that a classified employee submit an educational plan describing a coursework sequence that leads to a degree or certificate. Once approved by an advisor, participation in the Professional Development Program provides three hours of release time during which a classified staff member may pursue their educational plan.

Although these programs provide evidence that MPC acts to realize Board Policy 7160, which identifies a goal of “maximiz[ing] professional development opportunities” for employees ([III.A.14-04](#)), the Guided Pathways/Academic Senate Instructional Practices Work Team identified several unmet needs for additional professional learning and presented recommendations to operational and governance groups that included the creation of a College-wide Professional Development Program. As a result of these recommendations, the College established a faculty Professional Development Coordinator, who assessed successful models for professional development from around the state and presented notable models to College governance and operational committees. The Professional Development Coordinator, in collaboration with the PRIE Office and the Professional Development Program Implementation Team, conducted a survey that asked for information about the amount and types of professional learning that had been completed in the past as well potential areas of interest for the future in order to develop and prioritize activities and actions most relevant to MPC employees. In addition, the Professional Development Coordinator has created pilot toolbox resources for faculty and classified staff, presented to employees during Flex Days, and worked with OAA and HR to revamp and refine the New Faculty Orientation program.

Evaluating the Effectiveness of Professional Development

MPC regularly evaluates its own professional development programming and support as noted above. The results of these evaluations have led to routine changes that are designed to ensure all employees have access to professional learning. In the last two years alone, the College has increased the number of scheduled Flex Days, expanded access to the FASA program, and laid the groundwork for a more robust Professional Development Program. The College recently surveyed employees regarding professional development needs in spring 2022 in order to help

inform the continued development of its new Professional Development Program ([III.A.14-05](#)) and is in the process of establishing a new Professional Development Committee.

Analysis and Evaluation

The College meets the Standard. MPC plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs by providing on-campus professional development opportunities through Flex Days, supporting attendance at state and national conferences, providing educational incentive programs, and other professional development programs. The College systematically evaluates professional development programs and uses the results of these evaluations as a basis for improvement.

STANDARD III.A.15 *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.*

Evidence of Meeting the Standard

Secure and Confidential Personnel Records

Monterey Peninsula College ensures the provision of secure and confidential personnel records as established by Administrative Procedure 3310 ([II.C.8-02](#)). The procedure defines personnel records as permanent records, not to be destroyed, including all records of employment; assignments; evaluations; termination or dismissal; sick leave; payroll; and withholdings. Personnel records are kept secure in the HR Office. Review of the personnel records is performed only in the presence of a representative from the Office of Human Resources, and files may not be removed from the office. Administrative Procedure 3050 ([I.C.8-07](#)) outlines expectations for employee conduct, which includes “taking appropriate measures to safeguard confidential and privileged information and not disclosing such information unless disclosure serves a compelling business purpose or is required by law.”

Access to Personnel Records

The College ensures that employees have access to their personnel records in accordance with law as evidenced by collective bargaining agreements with employee associations. Section XII of the agreement with MPCEA ([III.A.15-01](#)) establishes classified employees rights to inspect their personnel file upon request as well as measures to restrict access to authorized personnel and conditions under which information from files may be used. Articles 6 - Grievances ([III.A.11-09](#)) and 7 - Complaints ([III.A.11-11](#)) of the agreement with MPCTA provide measures to ensure files are properly maintained and available for inspection and that access is logged appropriately.

Analysis and Evaluation

The College meets the Standard. MPC ensures the provision of secure and confidential personnel records as outlined in Administrative Procedures, with oversight from the Human Resources Department. All employees have access to their own personnel records in accordance with law and existing agreements with employee associations.

Conclusions on Standard III.A. Human Resources

Monterey Peninsula College administrators, managers, faculty, and staff collectively assure the integrity and quality of the College's mission and institutional effectiveness. MPC's institutional processes, including FON reporting, Program Review, faculty prioritization, and recruitment policies and procedures, ensure that the College maintains a sufficient number of full- and part-time faculty, classified staff, managers, and administrators with appropriate and relevant qualifications and knowledge to support institutional mission and goals.

The College has and follows well-established procedures for hiring faculty, staff, managers, and administrators and provides clear parameters for the development of job announcements, minimum qualification review of applications, and the recruitment process, which includes assessments based on established criteria to ensure equitable and ethical hiring practices and the employment of personnel who possess the requisite qualifications, training, and experience.

The College has employment policies and practices that provide for the orientation, oversight, evaluation, and professional development of part-time faculty, full-time faculty, classified staff, and administrators and assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals as established in collective bargaining agreements and MPC's Administrative Procedures. The College adheres to written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to employee area and expertise. The College's evaluation processes assess effectiveness of personnel; encourage improvement; and provide for formal, timely, and documented follow-up. As outlined in Administrative Procedures, personnel records are kept secure and confidential, and all employees have access to their own personnel records in accordance with law and existing agreements with employee associations.

MPC establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review through the College website and provided to employees through new orientation. The College ensures personnel policies and procedures are fair and equitably and consistently administered. In addition, through its policies and practices, the College creates and maintains appropriate programs, practices, and services that support MPC's diverse personnel. Employees are provided with a clear set of guidelines for ethical decision making and behavior in the performance of their duties as well as consequences for failing to comply with the Institutional Code of Ethics.

MPC plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs by providing on campus professional development opportunities through Flex Days, supporting attendance at state and national conferences, providing educational incentive programs, and other professional development programs. The

College systematically evaluates professional development programs and uses the results of these evaluations as a basis for improvement.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
III.A.1-01	MPC Full-time Faculty Hiring Procedures
III.A.1-02	MPC Full-time Faculty Hiring Procedure, Screening Committee Composition
III.A.1-03	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.1-04	Faculty Position Interview Invitation with Teaching Demonstration Instructions
III.A.1-05	Administrative Procedure 7123 - Recruitment and Hiring, Adjunct Faculty
III.A.1-06	Administrative Procedure 7121 - Recruitment and Hiring, Management and Confidential Positions
III.A.1-07	Administrator Interview Invitation with Presentation Instructions
III.A.1-08	Associate Dean of Instruction STEM Job Posting, Qualifications Excerpt
III.A.1-09	HR Announcement Campus Forums for Vice President of Academic Affairs Candidates
III.A.1-10	MPC Website, Human Resources Search Committee Training Resources
III.A.1-11	MPC Reference Check Template
III.A.1-12	Board Agenda Item, Approval of Classified Positions - August 2022
III.A.1-13	MPC Full-Time Faculty Hiring Procedure, Position Announcement
III.A.1-14	Administrative Procedure 7121 - Recruitment and Hiring - Administrators and Managers, Development of the Job Announcement
III.A.1-15	Job Announcement - FT Spanish Faculty
III.A.1-16	Job Announcement - FT Kinesiology Faculty
III.A.1-17	Job Announcement - Director of Student Outreach and Recruitment
III.A.1-18	Job Announcement - Dean of Student Services, Athletics
III.A.1-19	Job Announcement - Equivalency and Application Process
III.A.1-20	MPC Website, Human Resources, Employment, Equivalency Procedures
III.A.1-21	Job Announcement - Division Office Manager
III.A.1-22	Job Announcement - Lead Instructional Specialist
III.A.1-23	Commitment to Equity - Job Announcement Template Language

III.A.1-24	<u>Job Announcement - Associate Dean of Instruction - STEM</u>
III.A.1-25	<u>Job Description - Academic Affairs Coordinator</u>
III.A.1-26	<u>Job Description - Hospitality Lab Manager</u>
III.A.2-01	<u>Job Announcement - FT Kinesiology Faculty, Position Responsibilities</u>
III.A.2-02	<u>Job Announcement - FT ESL Faculty, Position Responsibilities</u>
III.A.2-03	<u>MPC Website, Human Resources, Equivalency</u>
III.A.2-04	<u>MPC Equivalency Application for Disciplines Which Generally Require a Master's Degree</u>
III.A.2-05	<u>Job Announcement - FT ESL Faculty, Desirable Qualifications</u>
III.A.3-01	<u>Board Policy 7120 - Recruitment and Hiring</u>
III.A.3-02	<u>Board Policy 7211 - Faculty Service Areas, Minimum Qualifications, and Equivalencies</u>
III.A.3-03	<u>Job Announcement - FT English as a Second Language Faculty</u>
III.A.3-04	<u>Job Announcement - FT Learning Skills Faculty</u>
III.A.3-05	<u>Job Announcement - Adjunct Hospitality Faculty</u>
III.A.3-06	<u>Job Announcement - Adjunct UMOJA Counselor</u>
III.A.4-01	<u>Administrative Procedure 7120 - Recruitment and Hiring</u>
III.A.4-02	<u>Job Announcement - FT Kinesiology Faculty, Foreign Transcript Evaluation Instructions</u>
III.A.5-01	<u>Administrative Procedure 7150 - Evaluations</u>
III.A.5-02	<u>2020-2023 MPC-CSEA Collective Bargaining Agreement, Article XII Evaluation Procedure</u>
III.A.5-03	<u>Evaluation Process for Confidential Employees</u>
III.A.5-04	<u>2019-2022 MPC-MPCTA Collective Bargaining Agreement, Article 14 Evaluation Procedure</u>
III.A.5-05	<u>MPC Management Team Evaluation Process and Forms</u>
III.A.5-06	<u>Human Resources Email to Supervisors Regarding Classified Evaluations</u>
III.A.5-07	<u>HR Classified Staff Evaluation Tracking Log 2021-2022 (Excerpt)</u>
III.A.5-08	<u>Human Resources Email to Supervisors Regarding Tenure-Track Faculty Evaluations</u>
III.A.5-09	<u>HR Tenure-Track Faculty Evaluation Tracking Log (Sample)</u>
III.A.5-10	<u>Evaluation Timeline, 1st-4th Years Tenured Track</u>
III.A.5-11	<u>Evaluation Timeline, Tenured Faculty</u>
III.A.5-12	<u>Evaluation Timeline, Part-Time or Temporary Faculty</u>
III.A.5-13	<u>Evaluation Timeline, Division Chair</u>

III.A.5-14	Human Resources Email to Supervisors Regarding Management Evaluations
III.A.5-15	Classified Employee Performance Evaluation
III.A.5-16	Confidential Employee Performance Evaluation
III.A.5-17	Evaluation Cover Sheet 1, 2, 4th Year
III.A.5-18	Evaluation Cover Sheet 3rd Year
III.A.5-19	Evaluation Cover Sheet Tenure
III.A.5-20	Evaluation Cover Sheet, Temporary Faculty - 1st Evaluation
III.A.5-21	MPC Management Team Evaluation Process and Forms, Form B Summary Evaluation.pdf
III.A.7-01	MPCCD Fall 2021 FON Compliance Calculation and Form
III.A.7-02	2022-2023 Faculty Position Request Rubric
III.A.7-03	2021-2022 Comprehensive Program Review Template, Program Health and Resources Prompt (Excerpt)
I.A.3-02	2022-2023 Faculty Position Request Form
III.A.7-04	2022-2023 Faculty Prioritization Results Email
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
III.A.8-01	California Community Colleges Full-Time Faculty Obligation Fall 2021 Compliance Report
III.A.8-02	New Adjunct Instructor Orientation Checklist
III.A.8-03	Spring 2022 Adjunct Faculty Orientation Agenda
III.A.8-04	2022-2023 Academic Affairs Organization Chart
III.A.8-05	2019-2022 MPCTA Agreement, Article 23.4 - Division Chair, Job Description
III.A.8-06	2019-2022 MPCTA Agreement, Article 23.4 - Department Chair Duties
III.A.8-07	MPCTA/Academic Senate Faculty Evaluations Work Group Agenda - February 2021
III.A.8-08	Fall 2021 Flex Day Schedule
II.A.7-11	Spring 2022 Flex Day Schedule
III.A.8-09	Guidelines for the Implementation of the Flexible Calendar Program, Part-Time (Adjunct) Faculty (pp. 11-13)
III.A.8-10	2019-2022 MPCTA Agreement, Article 11.3.2 - Flexible Calendar Obligation, Part-Time Instructional Faculty Members
III.A.8-11	Administrative Procedure 4105 - Distance Education, Distance Education Instructor Requirements
III.A.8-12	2019-2022 MPCTA Agreement, Article 30 - Distance Education
III.A.8-13	MPC Math Department - Outcomes from 2019-20 Community of Practice

III.A.8-14	<u>ENGL Composition Committee Invitation and Agenda</u>
II.A.7-13	<u>Student Ready MPC Professional Development Workshop Agenda - April 2022</u>
III.A.8-15	<u>Faculty and Staff Advancement Award Guidelines</u>
II.A.7-08	<u>Academic Senate Bylaws</u>
III.A.8-16	<u>2019-2022 MPCTA Agreement, Exhibit D-2 Annual Reassigned Time</u>
III.A.8-17	<u>Monterey Peninsula College Teachers Association Bylaws</u>
III.A.8-18	<u>Flex Day Agendas - Adjunct Presenters Highlighted</u>
III.A.8-19	<u>MPC Inclusion, Diversity, Equity, and Anti-Racism (IDEA) taskforce Structure and Charge</u>
III.A.8-20	<u>Faculty Peer Observation Pilot Announcement</u>
III.A.8-21	<u>Student Ready Pilot Kick-Off Meeting Agenda</u>
III.A.9-01	<u>MPC HR Request to Fill Position Form</u>
III.A.9-02	<u>Classified Employee Evaluation Form 2022</u>
III.A.10-01	<u>Job Announcement - Dean of Student Services, Athletics, Desirable Qualifications</u>
III.A.10-02	<u>Academic Affairs Board Report - February 2022</u>
I.B.7-02	<u>Administrative Procedure 2410 - Board Policies and Administrative Procedures</u>
III.A.11-01	<u>Campus Email - Meeting of the Board Subcommittee for Governing Board Policies April 2022</u>
III.A.11-02	<u>Board Highlights - April 2022 Regular Board Meeting</u>
III.A.11-03	<u>2019-2022 MPC-MPCTA Collective Bargaining Agreement</u>
III.A.11-04	<u>2020-2023 MPC-CSEA Collective Bargaining Agreement</u>
I.B.7-03	<u>MPC Website, Governing Board Policies</u>
III.A.11-05	<u>MPC Website, Human Resources, HR Forms and Documents</u>
III.A.11-06	<u>New Classified Orientation Packet</u>
III.A.11-07	<u>MPC Management Team Agenda - March 2022</u>
III.A.11-08	<u>HR Presentation to Management Team - March 2022</u>
III.A.11-09	<u>2019-2022 MPC-MPCTA Collective Bargaining Agreement, Article 6 - Grievance Procedure</u>
III.A.11-10	<u>2020-2023 MPC-CSEA Collective Bargaining Agreement, Article 14 - Grievance Procedure</u>
III.A.11-11	<u>2019-2022 MPC-MPCTA Collective Bargaining Agreement, Article 7 - Complaint Procedure</u>
III.A.11-12	<u>Classified Employee Complaint Form</u>
III.A.12-01	<u>Board Policy 7100 - Commitment to Diversity</u>

III.A.12-02	Board Policy 3410 - Nondiscrimination
III.A.12-03	Board Policy 3430 - Prohibition of Harassment
III.A.12-04	Resolution No. 2016-2017 48 Resolution of Support and Commitment to Undocumented Students
III.A.12-05	Board Agenda Item, Resolution in Support of Codifying Deferred Action for Childhood Arrivals into Law - September 2017
III.A.12-06	Resolution Reaffirming Solidarity with Black and African American Students, Faculty & Staff - January 2021
III.A.12-07	Board Agenda Item, Resolution No. 21-38 Affirming Monterey Peninsula Community College District's Commitment to Inclusivity, Diversity, Equity, and Anti-Racism - April 2021
III.A.12-08	Board Agenda Item, Resolution No. 22-39 Commemorating Asian American and Pacific Islander Heritage Month - April 2022
III.A.12-09	MPC Athletics Statement in Support of Black Lives Matter
III.A.12-10	MPC Theatre Statement in Support of Black Lives Matter
III.A.12-11	MPC Website, LGBTQIA+ Safe Space Program and Other Training Available at MPC
III.A.12-12	IDEA Task Force Recommendations - December 2021
III.A.12-13	Spring 2021 Flex Day Schedule
III.A.12-14	Board Agenda Item, Equal Employment Opportunity Presentation - August 2021
III.A.12-15	Administrative Procedure 3430 - Prohibition of Harassment
III.A.12-16	Board Policy 3430 - Prohibition of Harassment
III.A.12-17	Administrative Procedure 3435 - Discrimination and Harassment Complaints and Investigations
I.C.8-06	Board Policy 3050 - Institutional Code of Ethics
I.C.8-07	Administrative Procedure 3050 - Institutional Code of Ethics
III.A.13-01	Board Policy 7360 - Discipline and Dismissal, Academic Employees
III.A.13-02	Board Policy 7365 - Discipline & Dismissal, Classified Employees
III.A.13-03	2019-2022 MPCTA Agreement, Article 15.16 - Workload, Discipline
III.A.13-04	2019-2022 MPCTA Contract, Article 20.8 - Part-Time Faculty, Discipline, Suspension
III.A.13-05	2020-2023 CSEA Contract, Article XII, Suspension, Demotion, Release, and Dismissal
III.A.14-01	MPC Resource Guide to Institutional Decision Making, Flex Committee (p. 16)
III.A.14-02	Flex Exit Survey Fall 2021
III.A.14-03	2020-2023 CSEA Contract, Article VI - Professional Growth and Staff Development
III.A.14-04	Board Policy 7160 - Professional Development

III.A.14-05 [Participatory Governance Presentation - Professional Development Survey Findings - Spring 2022](#)

II.C.8-02 [Administrative Procedure 3310 - Records Retention and Destruction](#)

III.A.15-01 [2020-2023 CSEA Collective Bargaining Agreement, Article XII, 12.4 Personnel Files](#)

III.B. Physical Resources

STANDARD III.B.1 *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard

Monterey Peninsula College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services through a variety of means including, but not limited to, long-term planning, facilities assessments, resourcing funding options for capital construction/improvement, College participatory governance oversight, ongoing and routine maintenance, and participation in property and liability programs.

Safe and Sufficient Physical Resources

The College assures sufficient physical resources that are accessible, safe, and secure and contribute to a healthy learning and working environment through its long-term facilities and technology planning. The 2020-2025 Facilities and Technology Master Plan (FTMP) ([I.B.8-01](#)) was last updated in 2020 and is designed to ensure that the District's facilities and technology align with its current and future needs and to support MPC's mission and the goals and strategic initiatives outlined in the 2020-2025 Educational Master Plan (EMP) ([I.A.1-02](#)).

The FTMP includes an analysis of the District's existing facilities and technology conditions, facility and technology needs, as well as the four-category classification system by which facility and technology projects are to be prioritized. This prioritization system ensures not only the sufficiency of the District's resources but also that they are constructed and maintained to assure access, safety, security, and a healthful learning and working environment ([III.B.1-01](#)).

The four categories include:

- Category A - Health and Safety
- Category B - Growth
- Category C - Modernization
- Category D - Promotion of a Complete Campus

The College's FTMP was informed in part by the January 2020 Facility Condition Assessment of all District-owned facilities. The assessment provides a detailed overview of facilities' conditions, needs, and expenditure forecasts, which are used to prioritize upgrades, replacement, and improvement of physical resources ([III.B.1-02](#)).

General Obligation Bond proceeds are the single largest source of capital improvement funds available to California community colleges. To finance its capital construction needs, including replacing and/or upgrading existing facilities identified in the FTMP and Facility Condition Assessment Report, the College conducted a General Obligation bond campaign that resulted in

the 2020 approval of Measure V ([III.B.1-03](#)). This bond measure will provide \$230 million in bond proceeds that will be used for both facilities and technology needs utilizing the four-category prioritization system noted above. Other sources are also leveraged, including State Capital Outlay program funds, local Foundation grants, and federal grants.

The College has three participatory governance groups whose primary charges include facilities, technology, and College safety related planning and decision making:

- **The Facilities Committee** is responsible for assisting with the development of long-range facilities plans; reviewing, prioritizing, and recommending facilities projects; and making recommendations on minor capital improvement projects and scheduled maintenance projects ([III.B.1-04](#)).
- **The Safety and Emergency Preparedness Committee** is responsible for reviewing safety and health procedures for the District's multiple plans and programs such as the MPC Emergency Preparedness Plan and the Injury and Illness Prevention Program (IIPP); monitoring and facilitating feedback on unsafe conditions; and recommending improvements ([III.B.1-05](#)).
- **The Technology Committee** is responsible for assessing College technology resources and needs; creating and updating the College's Technology Plan; making recommendations regarding technology (including but not limited to repair and replacement of technology resources and acquisition prioritization); and developing and recommending College policy regarding the use and control of technology resources ([III.B.1-06](#)).

Ongoing and routine maintenance is essential to maintain a safe working and learning environment. MPC utilizes an industry-standard online work order system that is readily accessible to the College community to report a variety of matters, including, but not limited to, safety issues and repair/maintenance needs ([III.B.1-07](#)). System-generated reports are used to provide oversight of the processes and ensure timely response, as are the Vice President of Administrative Services' (VPAS) weekly meetings with the facilities/maintenance and operations manager, during which the priorities are reviewed.

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (63.5% strongly agreed and 19.71% somewhat agreed) that they have adequate physical space to do their job; 7.30% somewhat disagreed and 7.30% strongly disagreed. In addition, a large majority of respondents agreed (67.15% strongly agreed and 24.82% somewhat agreed) that they feel safe on campus during the day; 4.38% somewhat disagreed, 1.46% strongly disagreed, and 1.46% indicated that they don't know. The majority of respondents also agreed (21.01% strongly agreed and 31.16% somewhat agreed) that they feel safe on campus at night; 19.57% somewhat disagreed, 7.97% strongly disagreed, and 5.07% indicated that they don't know. The College recognizes the need to continue to assess safety and security measures on campus, particularly at night.

The District participates in the Statewide Association of Community Colleges (SWACC) Joint Powers Agency Property and Liability Loss Control Program, which assists the District in following best practices and preventing potential losses. An annual SWACC Property and Liability in-depth inspection of District property and equipment is conducted to identify hazards and provide recommendations to correct and mitigate those hazards and prevent potential injury and property damage ([III.B.1-08](#)). An audit is conducted within approximately 90 days of the inspection to confirm that the identified hazards have been appropriately addressed ([III.B.1-09](#)).

Additionally, the College contracts with Keenan & Associates to provide a number of services to help assure a healthful learning and working environment, including training for its employees via Keenan SafeColleges ([III.B.1-10](#)), an online training and tracking system by which the District provides mandated safety training to its employees. The training courses contain the latest information about a range of safety topics, including, but not limited to, the District's Injury and Illness Prevention Program (IIPP) ([III.B.1-11](#)). The IIPP was developed to ensure the District maintains a safe and healthful work environment and includes topics related to hazard identification and correction, steps taken to assure employee compliance, injury incident and near-miss investigations, employee safety training, safety communication, and program documentation. The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (37.68% strongly agreed and 44.93% somewhat agreed) that the College facilities provide a safe and healthy environment to work and learn; 10.14% somewhat disagreed, 3.62% strongly disagreed, and 3.62% indicated that they don't know.

Accessible, Safe, and Secure Facilities

MPC assures that its physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment as established by Board Policy 6600 ([III.B.1-12](#)). The policy designates the VPAS with responsibility for monitoring progress of all construction work including inspection of workmanship, completion of work to meet specifications, and the suitability of proposed changes to the scope and original design of the work. As stated in the FTMP, the College prioritizes safety and access, which includes ADA accessibility improvements ([III.B.1-13](#)). The 2020 MPC Facilities Condition Assessment ([III.B.1-02](#)) and 2021 MPC Measure V Bond Gap Analysis Report ([III.B.1-14](#)) identify accessibility improvements, which will be completed as part of the College's Measure V bond projects. In addition, all facilities renovation and construction projects must be approved by the Division of State Architects, which requires ADA accessibility regulations to be addressed in order to secure approval.

Reporting to the VPAS, the College's Security Department provides on-campus security augmentation and liaises with local law enforcement, fire, and other emergency services ([III.B.1-15](#), [III.B.1-16](#)). College security staff monitor the Monterey Campus, MEC, and PSTC during the day, evening, and weekends. The VPAS Office and Security personnel provide leadership in disaster preparedness, including active assailant assessment training, hazardous materials abatement, and placement of AEO devices ([III.B.1-17](#)).

Analysis and Evaluation

The College meets the Standard. MPC assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The College's physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

STANDARD III.B.2 *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

Evidence of Meeting the Standard

Monterey Peninsula College plans, builds, maintains, upgrades, and replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission through its institutional planning processes. The College recognizes that effective utilization of physical resources across all College locations to support programs and services and achieve the College's mission requires long-term planning, ongoing assessment and evaluation, and securing of adequate resources to fund maintenance and improvements. In conjunction with developing its updated 2020-2025 EMP ([I.A.1-02](#)), which outlines the College's strategic goals and initiatives, the College engaged in assessment and planning for its 2020-2025 FTMP ([I.B.8-01](#)) to ensure strong alignment between facilities and technology plans and EMP strategic goals and initiatives.

Institutional planning involves the College's active participation through participatory governance and communication across the entire MPC community. As noted in Standard III.B.1, physical resources and District facilities are the primary focus of the Facilities Committee ([III.B.1-04](#)) and College technology is the focus of the Technology Committee ([III.B.1-06](#)). Each committee includes all levels of stakeholders from across the College including administrators, faculty, staff, and students. In addition, the recommendations of the Facilities and Technology Committees are presented to other College advisory groups and committees as well as to Academic Senate to ensure College-wide communication and opportunities for feedback regarding plans and decision-making.

The Facilities Needs Flowchart ([III.B.2-01](#)) was developed and adopted by the Facilities Committee to help members of the College community understand the process for planning and decision making regarding requests for new, replacement, or modifications to physical resources. The Facilities Modification Request Form ([III.B.2-02](#)) is used for requests involving acquiring, building, maintaining, upgrading, or replacing facilities, equipment, or other physical resources.

The College's Comprehensive Program Review ([I.A.2-01](#)), Annual Program Review Updates ([I.A.2-02](#)), and Annual Program Review Action Plans ([I.A.3-06](#)) provide regular, sustained assessment of College facilities and their use, quality, and sufficiency at the program level. Program Review is the mechanism for institutional assessment and planning at the program level, and this process relies on the examination of data regarding the effectiveness of each area's instructional programs, student services, and learning support services. Through Annual Program Review Action Plans, each area identifies resources necessary to maintain and improve programs and services. For example, the Art Photography Action Plan identified a need for improved ventilation in the lab, which was able to be prioritized and implemented before the next semester ([III.B.2-03](#)). Program Review and Action Plan data are used to inform planning for maintenance, repair, and upgrades of the College's physical resources.

Analysis and Evaluation

The College meets the Standard. MPC plans, builds, maintains, upgrades, and replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support the College's programs and services and achieve MPC's mission.

STANDARD III.B.3 *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Evidence of Meeting the Standard

Monterey Peninsula College assesses facilities regularly and routinely. Plans are updated on a regular cycle and committee meetings occur on a regular calendar as well. The FTMP was developed to link directly to the EMP and was updated in 2020.

The College uses the results of evaluation to improve facilities, which includes data analysis to inform decision-making. The Facilities Condition Assessment ([III.B.1-02](#)) and the Bond Program Gap Analysis ([III.B.1-14](#)) are examples of recent assessment of facilities needs that are being used to inform facility renovation and construction. As stated in the FTMP, the Facilities Condition Assessment was used to inform planning for future facilities and technology projects ([III.B.3-01](#)). The FTMP and facilities assessment also guided the development of the College's Measure V Bond budget and timeline ([III.B.3-02](#)).

Space inventory reporting provides data about facilities, which are used in the Fusion State reporting software to assess whether FTES generated by the College is in line with the overall capacity of facilities. This reporting, therefore, provides a metric the College uses to evaluate facilities' needs as well ([III.B.3-03](#)).

In addition, MPC has an ongoing risk mitigation program that is part of MPC's participation in the SWACC Property and Liability Program. The annual inspections and audits provide an

assessment of compliance with safety requirements and contribute to overall facilities assessments supporting institutional programs and services feasibility analysis ([III.B.1-08](#)).

Analysis and Evaluation

The College meets the Standard. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

STANDARD III.B.4 *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard

Long-Range Capital Plans Support Institutional Improvement

Long-range, as well as short-range, capital plans are well established and integrated into Monterey Peninsula College's organizational structure, effectively institutionalizing this required element of accreditation. MPC uses an integrated planning model that ensures that the entire College community may actively participate in planning and therefore support institutional improvement goals and strategic plans ([III.B.4-01](#), [I.B.9-01](#)). Planning includes:

- Assessment and evaluation
- Resource development (bond program)
- Continuous improvement and revision of planning
- Prioritization
- Implementation

Periodically, MPC has undergone studies related to human capital needs of facilities-related departments to ensure that staffing is appropriate for the College ([III.B.4-02](#)). The last study was conducted in 2016. This report helps to ensure that administrative services staffing in growth areas mirrors needs. As an example, the first phase of the MEC was completed and staffed, but the future includes growth at that location. Further studies are planned as the enrollment management plan for the site is finalized and future development begins.

Long-range Capital Plans Reflect Total Cost of Ownership

As stated in the FTMP, the College is committed to sustainability and total cost of ownership ([III.B.4-03](#)) and has developed a four-tier classification system to prioritize projects for District funding and resources. The FTMP further addresses total cost of ownership of existing facilities and new construction as part of planning ([III.B.1-01](#)).

Analysis and Evaluation

The College meets the Standard. Long-range capital plans support the College's improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Conclusions on Standard III.B. Physical Resources

Monterey Peninsula College assures accessibility and safe, secure, and healthful physical working and learning environment at all locations. The College plans, builds, maintains, upgrades, and replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support the College's programs and services and achieve MPC's mission. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, including analysis of utilization and other data. Long-range capital plans support the College's improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.B.8-01	2020-2025 MPC Facilities and Technology Master Plan
I.A.1-02	2020-2025 MPC Educational Master Plan
III.B.1-01	2020-2025 MPC Facilities and Technology Master Plan, Section Five, Prioritizing Projects (pp. 21-22)
III.B.1-02	MPC Facility Condition Assessment 2020
III.B.1-03	MPC Website, About MPC, Campus Information, Measure V Bond (2020)
III.B.1-04	MPC Resource Guide to Institutional Decision Making, Facilities Committee (p. 20)
III.B.1-05	MPC Resource Guide to Institutional Decision Making, Safety and Emergency Preparedness Committee (p. 24)
III.B.1-06	MPC Resource Guide to Institutional Decision Making, Technology Committee (pp. 25-26)
III.B.1-07	Facilities Help Desk Ticket System - LOBOS APPs
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
III.B.1-08	SWACC Annual Property and Liability Inspection Report
III.B.1-09	SWACC 90-Day Follow-Up Inspection Report
III.B.1-10	Keenan Safe Colleges Web-Based Safety Training
III.B.1-11	MPC Injury & Illness Prevention Program
III.B.1-12	Board Policy 6600 - Capital Construction
III.B.1-13	2020-2025 MPC Facilities and Technology Master Plan, Section Four (p. 14)

III.B.1-14	<u>MPC Measure V Bond Gap Analysis Report</u>
III.B.1-15	<u>MPC Website, Administrative Services</u>
III.B.1-16	<u>MPC Website, Campus Security</u>
III.B.1-17	<u>MPC Website, Campus Security, Emergency Action Guide</u>
III.B.2-01	<u>Facilities Needs Flowchart</u>
III.B.2-02	<u>MPC Facilities Modification Request</u>
I.A.2-01	<u>2021-2022 Comprehensive Program Review Template</u>
I.A.2-02	<u>2021-2022 Annual Program Review Update Template</u>
I.A.3-06	<u>Annual Program Review Action Plan Template - Spring 2022</u>
III.B.2-03	<u>2020-2021 Consolidated Program Review Action Plans, Facilities Requests</u>
III.B.3-01	<u>2020-2025 MPC Facilities and Technology Master Plan, Section Three (pp. 8-12)</u>
III.B.3-02	<u>Board Agenda Item, Approval of Measure V Initial Project List Budgets - June 2022</u>
III.B.3-03	<u>MPC Fusion Certification of Inventory for Fiscal Year 2021-2022</u>
III.B.4-01	<u>2020-2025 MPC Facilities and Technology Master Plan, Development Process (p. 7)</u>
I.B.9-01	<u>Integrated Planning Handbook, Integrated Planning at MPC (pp. 3-11)</u>
III.B.4-02	<u>Review of Maintenance and Ground Services at MPC - January 2016</u>
III.B.4-03	<u>2020-2025 MPC Facilities and Technology Master Plan, Total Cost of Ownership (p. 12)</u>

III.C. Technology Resources

STANDARD III.C.1 *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

Monterey Peninsula College ensures that its technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services as established by the College's EMP ([I.A.1-02](#)) and FTMP ([I.B.8-01](#)).

The Information Services department provides primary leadership, oversight, maintenance, and planning for College technology to ensure that services, support, facilities, hardware, and software adequately support student learning programs and services ([III.C.1-01](#)). The Director of Information Services provides leadership to the following teams, who are responsible for providing comprehensive technology support throughout the District:

- **Network Operations:** Network Engineers and Network Technicians are responsible for research, selection, evaluation, and implementation of the College's network equipment and infrastructure; providing training and technical support for issues related to College networks, phones, audio, and related systems; and monitoring network and system performance and implementing corrective measures ([III.C.1-02](#), [III.C.1-03](#)).
- **IT Support Technicians:** IT Support Technicians assist faculty and staff with the use of desktop computers, printers, phones, network wiring, smart classrooms, and other associated equipment; install and update software; maintain, troubleshoot, and repair College technology; and provide software and hardware training to faculty and staff ([III.C.1-04](#)).
- **Programmer/Analysts:** Programmer/Analysts design, develop, implement, and maintain software programs and database solutions to meet the needs of the College; implement and maintain information systems; provide training on the use of information systems; and ensure accuracy and availability of data through District information systems ([III.C.1-05](#)).
- **Instructional Technology Specialists:** Instructional Technology Specialists provide classroom technology support, including the maintenance of computer labs, smart classrooms, and other instructional technologies; assist faculty and students with the use of technology for instruction and student learning; and provide training on the use of hardware and software related to assigned areas ([III.C.1-06](#)).

All faculty and staff have the ability to request assistance from the Information Services Department through a unified online help desk system ([III.C.1-07](#)). Through this system, the Director of Information Services can ensure that requests are appropriately assigned to staff

and completed in a timely manner to support the College's management and operational functions, academic programs, teaching and learning, and support services. The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (36.23% strongly agreed and 34.78% somewhat agreed) that the technology provided in their office was adequate to support their work; 15.94% disagreed, and 7.25% strongly disagreed. In addition, a majority of respondents agreed (46.38% strongly agreed and 39.86% somewhat agreed) that they have access to the technology needed to do their jobs; 9.42% somewhat disagreed and 2.90% strongly disagreed.

The Information Services department also advises the College on the selection of technology hardware and software. The College has established a list of Campus Standard Equipment to ensure that computers, printers, projectors, and other individual and classroom technology are adequate and appropriate for their intended use and able to be supported by the College's Information Services staff ([III.C.1-08](#)). The College's Technology Committee assures broad College-wide participation on the selection and assessment of College technology resources and guidelines and the development and updating of the FTMP; makes recommendations for policies related to technology access and use; and assists with vetting equipment, software, and training required to help the College fulfill its mission ([III.B.1-06](#)).

The FTMP provides a framework for assessing and planning improvements to ensure that technology resources are adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. The College's Measure V Initial Bond Project list ([III.B.3-02](#)) represents projects that are all part of the FTMP, including a number of information technology initiatives such as classroom technology upgrades, implementing a new Enterprise Resource Planning (ERP) system, and data infrastructure upgrades ([III.C.1-09](#)).

In addition to Information Services, the College's Online Education Department supports academic programs, teaching and learning, and support services with the use of Canvas and related technologies to support online teaching and learning. The department provides assistance with instructional design, media development, accessibility review, and incorporating Open Educational Resources (OER) in instruction. Faculty, staff, and students have access to a unified online help desk system to ensure that requests are appropriately assigned to staff and supported in a timely manner ([III.C.1-10](#)). The Dean of Library, Learning Resources, and Online Education provides leadership to the Online Education Department and a team of individuals including:

- **Instructional Design and Accessibility Specialists:** These individuals assist in the design and development of online courses and online learning resources; assist with the conversion of face-to-face courses materials for online delivery; review online courses and online learning resources for compliance with accessibility; and assist in modifying online course content and online learning resources to meet accessibility requirements ([III.C.1-11](#)).

- **Faculty Online Education Coordinators:** These individuals assist with faculty-related matters associated with the MPC Online program such as curriculum review, faculty coaching, and helping plan faculty professional development (e.g., training and workshops) ([III.C.1-12](#)).

The College's Program Review process provides a formal mechanism for all units across the College, including the Information Services and Online Education areas, to assess whether College technology is appropriate and adequate to support achieving the College's mission and to identify action plans for replacements, upgrades, and new technologies to meet their goals. See Standard I for more information about how the College's Program Review processes support assessment and identification of plans for improvement across the institution.

Analysis and Evaluation

The College meets the Standard. MPC is committed to ensuring that technology services, including professional support, facilities, hardware, and software, are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Technology services are regularly assessed through the College's Program Review process and incorporated into the College's FTMP for ongoing improvement.

STANDARD III.C.2 *The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard

Planning for Adequate Technology Resources

Monterey Peninsula College engages in continuous evaluation and planning to ensure that its technological infrastructure is updated, replaced, and adequate to support the College's mission, operations, programs, and services through institution- and department-level planning and resource allocation processes. At the institutional level, the 2020-2025 FTMP ([I.B.8-01](#)) is designed to ensure that the College's facilities and technology supports the current and future needs of the College. The FTMP development process included substantial input from the College's Information Services Department as well as College-wide dialogue and engagement to identify and prioritize needs to include in the plan. As part of the development of the FTMP, the College conducted a Facility Condition Assessment to identify recommended immediate, medium-term, and long-term facility and technology improvements ([III.B.1-02](#)). The results of the Facility Condition Assessment were incorporated into the FTMP.

At the department level, the College's Program Review and resource allocation processes are utilized to assess current resources and conditions, including technology; identify strengths and deficiencies; and identify resources necessary for continuous improvement to support the department's contribution to the College mission and EMP ([I.A.2-01](#), [I.A.2-02](#)). See Standard I

for more information about how the College's Program Review processes support assessment and identification for plans for improvement across the institution.

Maintaining Adequate Technology Resources

With input from the Technology Committee, MPC's Information Services Department provides leadership and oversight for the acquisition and implementation of new and replacement technology. Based on the priorities identified in the FTMP and Program Review and resource allocation processes, the College regularly allocates funding, including general fund, state-funding for instructional equipment, other categorical allocations, grant funds, and general obligation bond funding to support updating and replacing its technological infrastructure to ensure that it is adequate to support the College's mission, operations, programs, and services. In addition, the College has established a Building, Facility, Technology, Furniture, Fixture, and Equipment Needs flowchart to guide processes for requesting all resources and for prioritizing responses ([III.C.2-01](#)).

Some examples of the upgrade, repair, and replacement of technology infrastructure based on College plans include:

- **ERP/Student Information System:** Identified in the FTMP as a critical priority for replacement, the Governing Board has approved the College's Measure V general obligation bond budget to include funds to support the implementation of a new ERP ([III.C.1-09](#)). The College began the process to identify and select a new system in spring 2022.
- **Data Center:** Also identified as a critical priority in the FTMP, the College's Data Center was obsolete, heat compromised, and unreliable. Through Measure V bond funds, the College has initiated a project to upgrade the data center and cooling systems to ensure reliable technological infrastructure and adequate quality and capacity to support the College's mission, operations, programs, and services ([III.C.2-02](#), [III.C.1-09](#)).
- **Network Infrastructure Improvements:** Utilizing Measure V bond funds, the College is in the planning phase of improving network infrastructure and security projects, including endpoint security, two-factor authentication, firewall upgrades, and remote-device management.
- **Classroom Technology:** The College continues to prioritize upgrading and replacing classroom and lab computers and other technology on a rotating basis to ensure that technology meets College standards and is adequate for its intended use ([III.C.2-03](#)).
- **Faculty and Staff Computers:** The College regularly uses a combination of general funds, categorical funds, and one-time funds, as appropriate, to support faculty and staff computers on an established replacement cycle. ([III.C.2-04](#)).

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (22.63% strongly agreed and 33.58% somewhat agreed) that classrooms

have adequate technology to support teaching and learning; 22.63% somewhat disagreed, 7.30% strongly disagreed, and 10.22% indicated that they don't know.

Analysis and Evaluation

The College meets the Standard. Through its existing strategic planning processes and Program Review, MPC systematically and regularly plans for, updates, and replaces technology to ensure that its technology infrastructure is adequate to support the College's mission, operations, programs, and services.

STANDARD III.C.3 *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard

Monterey Peninsula College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security as illustrated by the College's 2020-2025 FTMP ([I.B.8-01](#)). The plan affirms the College's commitment to using its Monterey campus, centers, and off-campus locations to fulfill the MPC's mission ([III.C.3-01](#)); summarizes the analysis of current existing facilities and technology conditions by location ([III.B.3-01](#)); and provides recommendations for improvement at all locations ([III.C.3-02](#)).

In addition to the needs outlined in the FTMP, the Information Services Department, under the direction of the Director of Information Services, developed an IT Inventory Refresh Report to identify necessary technology replacements and upgrades throughout the District ([III.C.3-03](#)). Through a variety of funding sources, including general fund, Strong Workforce, Title 5, Higher Education Emergency Relief Fund (HEERF), Measure V and Measure I bonds, and other funds, the College has continued to implement new and replacement technology to ensure reliable access, safety, and security of its technology resources ([III.C.1-09](#)). Information Services staff are responsible for implementing and maintaining hardware and software at all locations, as described in Standard III.C.1.

The College's centralized data center, which serves all locations, has been equipped with fire suppression gas, paired air cooling systems, and clustered servers for redundancy of database systems. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. The uninterruptible power supply unit and generator system provide limited but extended services during a power outage. The data center is locked and entry controlled. MPC Network Administrators upgraded the server at the MEC in 2021.

The College's Information Services department utilizes Solarwinds Network Performance Monitor (NPM) to monitor network devices and Windows Servers and Solarwinds Network Configuration Management (NCM) tool to backup and track changes to network switches. Although the network is reliable, there have been occasional outages. An overheating event in

the network data center in 2014 led to a review of all related systems. Information Services staff created a remediation plan ([III.C.3-04](#)) and implementation of the plan to replace all heat compromised equipment is currently ongoing as of 2022.

MPC has implemented a single sign-on system to provide faculty, staff, and students with secure access to College systems, where users have one login name and password to access all online content. The College has also made the transition to be a Google-based College, which allows access to Google's cloud-based products and resources. These resources greatly supported MPC's transition to fully online instruction and services resulting from the COVID 19 pandemic.

College personnel, including the Audio/Visual Technician, Instructional Support Technicians, and Instructional Technology Specialists, maintain technology resources across all locations where the College provides instruction. As mentioned in Standard III.C.1, the College manages requests for support from the Information Services department through a unified online help desk system ([III.C.1-07](#)). The system allows the Director of Information Services and staff to monitor, prioritize, and resolve issues in a timely manner and assure reliable access to technology resources at all locations.

Monterey Peninsula College uses Canvas, the common Course Management System (CMS) for all California Community Colleges to provide a safe, secure, and FERPA-compliant online learning environment ([III.C.3-05](#)). Canvas is provided as a hosted Software as a Service (SaaS) platform through agreement with the CCCCO, which includes ongoing maintenance and support to ensure continual availability, stability, and security.

Analysis and Evaluation

The College meets the Standard. MPC provides reliable, safe, and secure access to technology resources at all locations where courses are taught, including the main campus in Monterey, the MEC in Marina, the Public Safety Training Center in Seaside, and MPC Online. Information Services staff maintain hardware and software at all locations, as described in Standard III.C.1.

STANDARD III.C.4 *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard

Monterey Peninsula College's Information Services Department, Online Education Support Team, and Instructional Technology Specialists assigned to departments across the College collaborate to provide appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to MPC's programs, services, and institutional operations.

Instruction and Support for Faculty & Staff

The College's Information Services department provides instruction and support for general College systems, including the Student Information System (SIS), email, and network access through one-to-one support and through the unified online help desk system ([III.C.1-07](#)). The online help desk system also provides faculty and staff with access to user guides, FAQs, and other support resources ([III.C.4-01](#)).

The College's Online Education support team provides training and support for faculty teaching online courses through formal online training, one-to-one instruction, workshops, online tutorials, and an online education help desk system ([III.C.4-02](#), [III.C.4-03](#), [III.C.4-04](#), [III.C.1-10](#)). Administrative Procedure 4105 ([II.A.7-03](#)) establishes policies and procedures that guide the appropriate use of technology as it relates to the College's Distance Education program, including the requirement for distance education faculty training. AP 4105 requires new online instructors to complete eight hours of orientation and training related to online instruction prior to their first online instruction assignment. Continuing online instructors are required to complete additional professional development every three years.

Instruction and Support for Students

The College provides technology instruction and support to students through the Library Technology Support Desk, the Online Education Support Team, and Instructional Technology Specialists assigned to various areas across the College. The Library provides students with the ability to check out technology and library resources ([III.C.4-05](#)) and receive assistance from Library staff in person and by email, phone, and chat ([III.C.4-06](#)). The College's Online Education support team maintains a centralized online education help desk to support students using online education technology for web-enhanced, hybrid, and online courses. The help desk contains tutorials and guides for online education topics ([III.C.1-10](#)) as well as modes for contacting support for additional assistance ([III.C.4-07](#)). The Online Education support team routinely evaluates and improves MPC Online using student feedback. Each online tutorial has an option for students to indicate whether the tutorial was helpful ([III.C.4-08](#)). In addition, online help desk reports indicate the number and type of support request received, which helps the team determine areas of additional need ([III.C.4-09](#)).

Analysis and Evaluation

The College meets the Standard. MPC recognizes that regular, ongoing training and support increase the success with which faculty, staff, administrators, and students use technology systems related to College programs, services, and institutional operations, particularly as new technologies emerge.

STANDARD III.C.5 *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard

Monterey Peninsula College has established appropriate policies and procedures to guide the use of technology in teaching and learning processes. Board Policy 3720 ([III.C.5-01](#)) and Administrative Procedure 3720 ([III.C.5-02](#)) establish expectations for computer and network use by employees and students. In addition, employees and students must agree to abide by the College's Computer and Network Acceptable Use Agreement (AUA) anytime they login to the College single sign-on system ([I.C.8-05](#)). The AUA describes rights and responsibilities related to the use of District computers, services, and networks; the right to privacy; expectations for email use; and enforcement of policies and procedures. In addition, the MPC Faculty Handbook includes College regulations on computer and network use, the use of personal equipment on campus, copyright, and telephones ([III.C.5-03](#)).

Administrative Procedure 4105 ([III.A.8-11](#)) establishes policies and procedures that guide the appropriate use of technology as it relates to the College's Distance Education program. The College has adopted the California Community College Online Education Initiative Online Course Design Rubric to provide standards for online course design, interaction, collaboration, assessment, learner support, and accessibility ([III.C.5-04](#)). The MPC Faculty Handbook provides an overview of distance education guidelines and requirements, including guidelines for the use of Canvas, instructor requirements, copyright, and accessibility ([III.C.5-05](#)).

Analysis and Evaluation

The College meets the Standard. MPC has developed and published clear policies and procedures to guide the use of technology in teaching and learning processes.

Conclusions on Standard III.C. Technology Resources

Monterey Peninsula College is committed to ensuring that technology services, including professional support, facilities, hardware, and software, are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The Program Review process ensures regular assessment of technology services, and findings are incorporated into the College's FTMP for ongoing improvement. MPC systematically and regularly plans for, updates, and replaces technology to ensure that its technology infrastructure is adequate to support institutional mission, operations, programs, and services.

MPC provides reliable, safe, and secure access to technology resources at all locations, including the Monterey campus, Marina Education Center, Public Safety Training Center, and MPC Online. The College recognizes that regular, ongoing training and support increase the success with which faculty, staff, administrators, and students use technology systems and has developed and published clear policies and procedures to guide the use of technology in teaching and learning processes.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
I.A.1-02	2020-2025 MPC Educational Master Plan
I.B.8-01	2020-2025 MPC Facilities and Technology Master Plan
III.C.1-01	MPC Website, Information Technology Department
III.C.1-02	Job Description - Network Engineer
III.C.1-03	Job Description - Network Technician
III.C.1-04	Job Description - Information Technology Support Technician
III.C.1-05	Job Description - Programmer Analyst
III.C.1-06	Job Description - Instructional Technology Specialist
III.C.1-07	MPC Technical Support Online Help Desk System
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
III.C.1-08	MPC Website, IT Campus Standard Equipment List
III.B.1-06	MPC Resource Guide to Institutional Decision Making, Technology Committee (pp. 25-26)
III.B.3-02	Board Agenda Item, Approval of Measure V Initial Project List Budgets - June 2022
III.C.1-09	MPC Measure V Bond Master Project List Report, Information Technology Projects
III.C.1-10	MPC Online Education & Canvas Help Desk System
III.C.1-11	Job Description - Online Instructional Design & Accessibility Specialist
III.C.1-12	Faculty Coordinator for Online Education Assignment Announcement
III.B.1-02	MPC Facility Condition Assessment 2020
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
III.C.2-01	Building, Facility, Technology, Furniture, Fixture, and Equipment Needs Flowchart
III.C.2-02	Board Agenda Item, Approval of Contract for Data Center Project - February 2022
III.C.2-03	2016-2019 Technology Plan, Appendix C - Refresh Plan - Classroom Computers
III.C.2-04	2016-2019 Technology Plan, Appendix C - Refresh Plan - Faculty Staff
III.C.3-01	2020-2025 MPC Facilities and Technology Master Plan, Introduction (p. 3)
III.B.3-01	2020-2025 MPC Facilities and Technology Master Plan, Section Three (p. 8-12)
III.C.3-02	2020-2025 MPC Facilities and Technology Master Plan, Section Four (p. 13-20)

III.C.3-03	<u>IT Inventory Refresh Report</u>
III.C.3-04	<u>Draft Technology Refresh Plan</u>
III.C.3-05	<u>MPC Canvas Participation Agreement and Security Whitepaper</u>
III.C.4-01	<u>MPC Technical Support Online Help Desk System, Solutions Knowledge Base</u>
III.C.4-02	<u>Fall 2022 Flex Day Agenda, Online Education Training</u>
III.C.4-03	<u>Online Education Faculty Professional Development Calendar</u>
III.C.4-04	<u>Online Faculty Resources</u>
II.A.7-03	<u>Administrative Procedure 4105 - Distance Education</u>
III.C.4-05	<u>MPC Website, Student Technology & Library Resources</u>
III.C.4-06	<u>MPC Website, Student Technology & Library Resources, Online Library Help</u>
III.C.4-07	<u>MPC Online Education & Canvas Help Desk System, Submit a Ticket</u>
III.C.4-08	<u>MPC Online Education & Canvas Help Desk System, Example Solution</u>
III.C.4-09	<u>MPC Online Education & Canvas Help Desk System, Ticket Volume Report</u>
III.C.5-01	<u>Board Policy 3720 - Computer and Network Use</u>
III.C.5-02	<u>Administrative Procedure 3720 - Computer and Network Use</u>
I.C.8-05	<u>MPC Lobo Apps Computer and Network Acceptable Use Agreement (AUA)</u>
III.C.5-03	<u>2022-2023 MPC Faculty Handbook, College Regulations (pp. 40-48)</u>
III.A.8-11	<u>Administrative Procedure 4105 - Distance Education, Distance Education Instructor Requirements</u>
III.C.5-04	<u>OEI Course Design Rubric</u>
III.C.5-05	<u>2022-2023 MPC Faculty Handbook, Online Education (pp. 49-52)</u>

III.D. Financial Resources

STANDARD III.D.1 *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Evidence of Meeting the Standard

Sufficient Financial Resources

Monterey Peninsula College maintains sufficient financial resources to support and sustain student learning programs and improve institutional effectiveness as evidenced by established policies, procedures, and annual budget and financial audit reports, which are posted on the College's website and readily available to the public ([III.D.1-01](#)). Board Policy 6200 ([III.D.1-02](#)) establishes the requirement that the College budget be balanced, support the District's institutional planning, and be approved by the Board. Board Policy 6210 ([III.D.1-03](#)) requires the District to maintain a general fund budgeted reserve of 10% of unrestricted fund adopted budget expenditure to provide for economic uncertainties. Board Policy 6250 ([III.D.1-04](#)) and Board Policy 6300 ([III.D.1-05](#)) require that the College budget be managed in accordance with regulations set forth in Title 5 of the California Code of Regulations and the California Community Colleges Budget and Accounting Manual.

The table below shows that the College's finances are stable with a fund balance over the past four years above the 10% reserve required by Board Policy 6210.

Unrestricted General Fund				
	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021
Ending Fund Balance	\$8,097,608	\$8,145,520	\$8,611,828	\$8,577,537
Expenditures	\$42,078,932	\$45,608,820	\$45,508,793	\$44,406,955
Fund Balance % of Total Expenditures	19.4%	18.9%	18.8%	24.0%

The College's annual final budget ([III.D.1-06](#)) includes a five-year comparison of its Unrestricted General Fund (GF) that demonstrates the College has a balanced budget in the current year as well as in prior years. The final budget further demonstrates that the College budget is structurally balanced, that the College has not engaged in deficit spending, and that processes are in place to ensure effective financial management and financial stability. The Unrestricted GF Multi-Year Analysis and Reserves demonstrate that College fiscal reserves meet required levels and are in line with statewide averages ([III.D.1-07](#)). The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (17.39% strongly agreed or 44.93% somewhat agreed) that the College has adequate financial resources to

achieve its mission; 15.22% somewhat disagreed, 5.07% strongly disagreed, and 17.39% indicated that they don't know.

Allocation of Financial Resources

MPC distributes resources to support the development, maintenance, allocation, reallocation, and enhancement of programs and services through several interrelated processes, assuring that:

- there are adequate policies including a requirement to produce a balanced budget and to define minimum reserves requirement ([III.D.1-08](#), [III.D.1-09](#))
- the budget process includes appropriate assumptions ([III.D.1-10](#))
- the budget process is collaborative and participatory ([III.D.1-11](#))
- the resource allocation process supports
 - budget allocation of resources to support FTEF growth and constriction based on the enrollment management plan and schedule development
 - Program Review and Annual Program Review Action Plans (process covered in Standard I)
 - recognition of long-term obligations and planning for health and welfare costs and Other Post-Employment Benefits (OPEB)

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (21.01% strongly agreed and 39.13% somewhat agreed) that the institution effectively uses its financial resources to support achievement of MPC's mission and EMP; 13.77% somewhat disagreed, 4.35% strongly disagreed, and 21.01% indicated that they don't know. In addition, a majority of respondents agreed (29.71% strongly agreed and 43.48% somewhat agreed) that the College attempts to meet the needs of programs and services based on availability of financial resources; 7.96% somewhat disagreed, 3.62% strongly disagreed, and 14.49% indicated that they don't know.

Integrity of Financial Management

MPC's budget processes are transparent and collaborative. The Budget Committee meets regularly and regular presentations of information that include supporting information are provided to participatory governance groups, other College committees, the Board, and the public via College forums ([III.D.1-12](#)). Financial information including budgets, annual budget, financial reporting, and audit reports are centrally located and readily available on the Fiscal Services web page to ensure transparency and to provide for budget monitoring ([III.D.1-13](#)).

Analysis and Evaluation

The College meets the Standard. MPC's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and

enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

STANDARD III.D.2 *The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Evidence of Meeting the Standard

Alignment to Mission

Monterey Peninsula College’s mission and goals are the foundation for financial planning as evidenced by Administrative Procedure 6200 ([III.D.1-08](#)), which requires that the annual budget include a statement of how budget planning supports institutional goals and is linked to other institutional planning efforts. This is demonstrated in the final budget publication, which includes an overview of the College, MPC’s mission statement, and the 2020-25 EMP goals and strategic initiatives ([III.D.2-01](#)). The final budget publication also includes strategic assumptions that were used to guide the development of the budget including the following: “[T]he budget will support the goals and strategic initiatives outlined in the Board-approved 2020-25 MPC Educational Master Plan (EMP)” ([III.D.1-10](#)).

Integration of Financial and Institutional Planning

Financial planning is integrated with and supports all institutional planning as evidenced by the College’s annual budget development process. The Budget Development Calendar ([III.D.2-02](#)) outlines the timeline for developing MPC’s annual budget and the various groups where budget development information is presented and includes opportunities for College-wide stakeholder input into budget development. The Budget Committee plays a primary role in supporting the development of the annual budget. Budget assumptions ([III.D.1-10](#)), which are developed by the VPAS and presented to the Superintendent/President, Cabinet, and governance groups, outline important considerations related to state-wide funding opportunities and needs related to maintaining institutional goals and priorities. In addition, program-level planning that occurs through the College’s Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Update ([I.A.2-02](#)) processes are used to inform allocation of resources.

Sound Fiscal Practices

MPC has policies and procedures to ensure sound financial practices and financial stability established by Board Policy 6300 ([III.D.1-05](#)). Budget meetings are held by the Budget Committee, and the VPAS provides budget presentations regularly to advisory groups and to the Board of Trustees. Quarterly financial reports are presented to the Board of Trustees and filed with the CCCCO as required ([III.D.2-03](#)). The Annual Budget and Financial Report (CCFS-311) reconciles with the annual Audited Financial Report and is publicly available to ensure that MPC conducts financial affairs in an open and transparent manner ([III.D.1-13](#)). The College has not had any audit adjustments to its financial reports in recent years illustrating that the information provided to the Board of Trustees and the public is consistent with the audited financial report.

Communication about Financial Information

MPC disseminates appropriate financial information throughout the institution in a timely manner. The College's Chief Business Officer is the VPAS and is also a certified public accountant (CPA). The VPAS provides presentations to various committees, to the Board of Trustees, and through public forums ([III.D.1-12](#)). Further, financial system ledger reports are provided through a shared drive available to managers and staff. The College manages its financial affairs with integrity and transparency by publishing information on its website, including annual budget presentations, Board adopted budgets, annual financial and budget reports, financial audits, and bond audits ([III.D.1-13](#)).

Analysis and Evaluation

The College meets the Standard. MPC's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning as evidenced by the College's annual budget development process. The College has policies and procedures to ensure sound financial practices and financial stability and ensures that financial information is disseminated throughout the institution in a timely manner and is publicly available on the College's website.

STANDARD III.D.3 *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Evidence of Meeting the Standard

Guidelines and Processes for Financial Planning and Budget Development

Monterey Peninsula College follows established guidelines and processes for financial planning and budget development ([III.D.1-02](#), [III.D.1-04](#), [III.D.1-05](#)). The College's budget process begins with a review of the California Governor's State Budget Proposal and is followed by development of initial assumptions and an annual budget calendar ([III.D.1-10](#), [III.D.2-02](#)). The calendar provides an overview of the budget steps and cycle. Salary and benefit assumptions and projections are developed using line-item budgets for current and vacant positions. Information is aggregated into initial budget packets, which are disseminated to administrators assigned to each area for review ([III.D.3-01](#)). Changes to discretionary accounts, including supplies, other operational accounts, and capital outlay requested by budget managers are made by noting requests in the budget packet, which is returned to Fiscal Services. Revenue budgets are developed based on available information from the state as well as grantors, and local revenue is projected based on available information ([III.D.3-02](#), [III.D.1-10](#)). Simultaneously, Annual Program Review Action Plan requests are compiled by the PRIE Office and reviewed by the PRIE Committee for possible funding ([I.B.9-02](#)). These Action Plans are prioritized and incorporated into the initial budget based on available resources, which can vary from year to year. The College has not allocated reserves primarily because the annual ongoing resources have been sufficient. MPC has maintained structurally balanced budgets ([III.D.3-03](#), [III.D.1-06](#)).

Additionally, instructional program-level determinations, such as FTEF allocations and course schedules, are made based on enrollment management plans and objectives ([II.A.6-04](#), [III.D.3-04](#)). Allocations of human resources involve determinations of essential programs and ongoing commitments. Long-term obligations that are significant include bargained labor agreements, health and welfare costs, pension obligations, and the recognition of post-employment benefit obligations. Multi-year projections are included in the annual budget process with worksheets included in the annual budget document ([III.D.3-05](#)).

The College provides opportunities for its constituents to participate in the development of institutional plans and budgets. Every budget cycle includes presentations made by the VPAS regarding the Governor's Proposed Budget, MPC Budget Assumptions, Governor's May Revise, MPC Tentative Budget, and MPC Final Adopted Budget ([III.D.1-06](#)). Budget presentations are made to the Budget Committee as well MPC's advisory groups and the Board of Trustees. In addition, the VPAS provides budget presentations twice annually at College forums, which are open to the public and ensure transparency and further opportunity for feedback from the College and local communities ([III.D.1-12](#)).

Analysis and Evaluation

The College meets the Standard. MPC clearly defines and follows clear guidelines and regular processes for financial planning and budget development. All constituencies having appropriate opportunities to participate in the development and review of institutional plans and budgets.

STANDARD III.D.4 *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Evidence of Meeting the Standard

Sound financial planning, including a realistic expectation of financial resource availability, are foundational elements of MPC's planning and operations. Annual budget assumptions, which are developed by the VPAS and used to inform budget development, include assumptions related to total computational revenue, which is a function of local resources and state level revenues that together compose the primary portion of unrestricted resources ([III.D.1-10](#)). These revenues are stable and a reliable source of revenue sufficient to support institutional planning. As mentioned in Standard III.D.1, Board Policy 6200 requires that the College develop a balanced budget ([III.D.1-02](#)).

Budget information, including the institution's fiscal condition, is sufficient in content and timing to support realistic institutional and financial planning. Budgets are developed following Board Policies that require a balanced budget as noted in Standard III.D.1. The College's budget is structurally balanced in that currency year revenues are matched to current year appropriations ([III.D.3-03](#)). Budget reports include multi-year historical information and multi-year projections ([III.D.3-05](#)), which are used to assess and project financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Analysis and Evaluation

The College meets the Standard. MPC's planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

STANDARD III.D.5 *To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

Evidence of Meeting the Standard

Monterey Peninsula College assures financial integrity and responsible use of financial resources through appropriate control mechanisms with clearly identified responsibilities as well as regular evaluation of practices to improve performance.

Appropriate Control Mechanisms

MPC has established an effective internal control structure with appropriate control mechanisms, as required by BP 6300 ([III.D.1-05](#)) and AP 6300 ([III.D.5-01](#)), and clearly defined responsibilities of the VPAS and Fiscal Services Office, who track and manage College financial resources using the Monterey County Office of Education's financial system. The system contains features that support internal controls including segregation of duties; hierarchy of approval mechanisms; and budgetary controls over financial information, purchasing processes, human resources, and position control, all relevant to overall financial objectives. Additional controls outside the system are managed through clearly defined multi-stage approval processes. For example, budget set up and transfer require approval of budget managers and the VPAS ([III.D.5-02](#)). Purchase requests require authorization of the department administrator with additional authorizations required based on purchase amounts ([III.D.5-03](#)).

Disseminating Dependable and Timely Financial Information

The College widely disseminates dependable and timely financial information for sound financial decision-making. Examples of the dissemination of timely financial information include weekly financial reports that the Fiscal Services Department shares with budget managers to assist with timely budget management ([III.D.5-04](#)). In addition, financial information is provided to the Board of Trustees including periodic quarterly ([III.D.5-05](#)) and annual financials ([III.D.5-06](#)). Financial information is also posted on the College website for public access to ensure transparency ([III.D.1-13](#)).

Evaluation of Financial Management Practices

MPC regularly evaluates its financial management practices and uses the results to improve internal control systems by having an established recurring cycle for updating Board Policies and Administrative Procedures ([I.B.7-02](#)). Fiscal information is continuously updated and subject to annual financial audits by a nationally ranked firm of CPAs ([III.D.5-07](#)). At the College

level, the Budget Committee is responsible for evaluating College budgets, timelines, processes, and reports and sharing findings with other participatory governance groups ([III.D.1-11](#)).

Analysis and Evaluation

The College meets the Standard. To assure the financial integrity of the institution and responsible use of its financial resources, MPC's internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The College regularly evaluates its financial management practices and uses the results to improve internal control systems.

STANDARD III.D.6 *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard

Accuracy and Credibility of Financial Documents

Monterey Peninsula College's Board Policy 6300 ([III.D.1-05](#)) and Administrative Procedure 6300 ([III.D-5-01](#)) require that the College's financial documents, including budgets, have a high degree of accuracy and credibility and outline requirements for fiscal management at the College. MPC manages budgets and transactions through the Monterey County Office of Education's financial system. From this system, Administrative Services and Fiscal Services staff are able to track, manage, and monitor the College's financial resources. Both summary and detail-level financial data are exported from the financial system into spreadsheet format and shared with budget managers for tracking and management of department budgets and transactions ([III.D.6-01](#)). As stated in Standard III.D.2, quarterly financial reports are presented to the Board of Trustees and filed with the CCCCO as required ([III.D.2-03](#)). As noted in more detail in Standard III.D.7, the College has continued to experience clean financial audits since its last comprehensive accreditation review, which further demonstrates the credibility and accuracy of financial documents ([III.D.6-02](#), [III.D.6-03](#), [III.D.6-04](#), [III.D.6-05](#)). Auditors have indicated each year that the financial statements reviewed "present fairly, in all material respects, the respective financial position of the business-type activities and the remaining fund information of the District." In addition, as required by California Proposition 39, the College's general obligation bonds undergo separate, independent audits ([III.D.6-06](#)).

Allocation and Use of Financial Resources

As required by Administrative Procedure 6200 ([III.D.1-08](#)), the College's budget includes a statement of philosophy regarding how the budget supports institutional goals and planning efforts ([III.D.1-06](#)). MPC's general fund budget reflects a continued commitment to supporting existing staffing and service levels for programs across the College. As stated in Standard III.D.1, the budget is developed based on annual budget assumptions ([III.D.1-10](#)) that reiterate that the budget will support College goals and strategic initiatives as outlined in the College's EMP. As stated in the budget assumption document, discretionary budgets are appropriated based on available funds remaining after all contractual obligations and mandated costs are funded. The

College budget includes an annual allocation used to support Annual Program Review Action Plan requests ([III.D.6-07](#)). For example, California Lottery funds are allocated to academic divisions and departments to support provision of adequate instructional materials ([III.D-6-08](#)); Strong Workforce Program funds are strategically used to fulfill equipment, staffing, professional development, and other needs of Career Education programs ([III.D.6-09](#)); and Student Equity and Achievement Funds are regularly used to fund staffing needs, professional development, student activities, student textbooks, and many other resources and services for students ([III.D.6-10](#)).

Analysis and Evaluation

The College meets the Standard. MPC is committed to reliable financial reporting, which begins with regular cycles and adherence to fiscal policies. Financial documents have a high degree of credibility and accuracy, which is supported by the Escape Financial System and regular auditing. The College ensures appropriate allocation and use of financial resources to support student learning programs and services through its Program Review and resource allocation processes.

STANDARD III.D.7 *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Evidence of Meeting the Standard

Monterey Peninsula College BP 6400 ([III.D.7-01](#)) and AP 6400 ([III.D.5-07](#)) require the College to undergo annual external audits of funds, books, and accounts of the District in accordance with Title 5 regulations. Since its last comprehensive accreditation review, College audit reports have historically included unmodified opinions on its Financial Statements and Federal and State Awards ([III.D.6-02](#), [III.D.6-03](#), [III.D.6-04](#), [III.D.6-05](#)). Management is accountable and, therefore, addresses necessary corrective actions in a timely manner. Audit reports are communicated through annual reports by the external auditors to the College's Governing Board and presented to the Governing Board ([III.D.5-06](#)) and posted on the College website for public access to ensure transparency ([III.D.1-13](#)).

Analysis and Evaluation

The College meets the Standard. MPC continues to experience credible and accurate financial audits, addresses necessary corrective actions, and communicates findings in a timely manner to the Board and public.

STANDARD III.D.8 *The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard

As stated in Standard III.D.5, Monterey Peninsula College regularly evaluates its financial management practices and uses the results to improve internal control systems by having an established recurring cycle for updating Board Policies and Administrative Procedures ([I.B.7-02](#)). The College’s Budget Committee is responsible for evaluating the College budgets, timelines, processes, and reports and sharing findings with other participatory governance groups ([III.D.1-11](#)). In addition, the College has continued to experience clean financial audits since its last comprehensive accreditation review, which further demonstrates the credibility and accuracy of financial documents ([III.D.6-02](#), [III.D.6-03](#), [III.D.6-04](#), [III.D.6-05](#)). Auditors have indicated each year that the financial statements reviewed “present fairly, in all material respects, the respective financial position of the business-type activities and the remaining fund information of the District.”

Analysis and Evaluation

The College meets the Standard. MPC evaluates its financial and internal control systems and assesses for validity and effectiveness, and the results of this assessment are used for improvement.

STANDARD III.D.9 *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard

Monterey Peninsula College’s cash flow and reserves are sufficient to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. As stated in Standard III.D.1, Board Policy 6210 ([III.D.1-03](#)) requires the District to maintain a general fund budgeted reserve of 10% of unrestricted fund adopted budget expenditure to provide for economic uncertainties. The College has regularly exceeded the minimum general fund reserve with the 2021 reserve balance currently at 24% ([III.D.1-07](#)).

The VPAS and Director of Fiscal Services monitor cash flow throughout the year to ensure that resources are sufficient to cover expenses, monitor changes in the fiscal environment, and make adjustments if needed ([III.D.5-01](#)). The College continues to maintain adequate cash flow and liquidity and has not needed to borrow internally (e.g., transfer between funds) or externally in many years.

Analysis and Evaluation

The College meets the Standard. MPC has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

STANDARD III.D.10 *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Evidence of Meeting the Standard

Monterey Peninsula College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. As stated in Standard III.D.7, BP 6400 ([III.D.7-01](#)) and AP 6400 ([III.D.5-07](#)) require the College to undergo annual external audits of funds, books, and accounts of the District in accordance with Title 5 regulations. BP 5130 ([III.D.10-01](#)) establishes the expectation that the College will provide financial aid to students; adhere to guidelines, procedures, and standards issued by the funding agency; and incorporate federal, state, and other applicable regulatory requirements. The College's annual financial audit includes a review of financial aid awards and grants. Since its last comprehensive accreditation review, College audit reports have historically included unmodified opinions on its Financial Statements and Federal and State Awards ([III.D.6-02](#), [III.D.6-03](#), [III.D.6-04](#), [III.D.6-05](#)). As required by California Proposition 39, the College's general obligation bonds undergo separate, independent audits ([III.D.6-06](#)). Management is accountable and, therefore, addresses necessary corrective actions in a timely manner. Audit reports are communicated through annual reports by the external auditors to the College's Governing Board and presented to the Governing Board ([III.D.5-06](#)) and posted on the College website for public access to ensure transparency ([III.D.1-13](#)).

The College has two auxiliary organizations: the Gentrain Society and the MPC Foundation. The Gentrain Society finances are managed by the College alongside other special revenue funds and are included as part of the College's annual external budget and fiscal audit ([III.D.10-02](#)). The MPC Foundation, which operates as a separate 501(c)3 organization with its own staff and Board of Directors, has a standing Audit Committee that is responsible for the integrity of financial statements, performance of the independent external audit, and performance of internal controls of the Foundation financial reporting ([III.D.10-03](#)). The Foundation is audited annually by the same company selected by the District to perform the College's audit. Since the College's last comprehensive accreditation review, the MPC Foundation has continued to experience clean financial audits with no findings and no financial issues in which to respond. Audit reports are communicated through annual reports by the external auditors to the MPC Foundation Audit Committee ([III.D.10-04](#)), the MPC Foundation Board of Directors, and the College's Governing Board ([III.D.10-05](#)) and posted on the MPC Foundation website for public access to ensure transparency ([III.D.10-06](#)).

Board Policy 3280 ([III.D.10-07](#)) establishes expectations regarding grants and Board approval of grants that require financial commitments of the College. The College has implemented a Pre-Application Grant Approval Form to ensure that grants pursued by the College are aligned with long-term institutional goals, support student learning, use College resources appropriately, identify resources needed for effective grant management, and have administrative support ([III.D.10-08](#)). The College's Administrative Services and Fiscal Services staff assist with tracking and managing budgets, transactions, and external fiscal reporting requirements.

Board Policy 6320 ([III.D.10-09](#)) and Administrative Procedure 6320 ([III.D.10-10](#)) establish guidelines and expectations to ensure that financial resources that are not required for immediate needs of the College are invested in order to earn a return on investment. In accordance with the CCCCO Budget and Accounting Manual ([III.D.10-11](#)), the College substantially maintains all of its cash in the County Treasury as part of the common investment pool with accounting records maintained by the County Treasurer. Monterey County Treasury investment information is presented to the Governing Board quarterly ([III.D.10-12](#)).

Analysis and Evaluation

The College meets the Standard. MPC practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

STANDARD III.D.11 *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard

Monterey Peninsula College's level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency as evidenced by the inclusion of both short- and long-term obligations in the budget process.

Supports Short-term and Long-term Needs

As mentioned in Standard III.D.1, Board Policy 6200 ([III.D.1-02](#)) establishes the requirement that the College budget be balanced, support the District's institutional planning, and address long-term goals and commitments. Annual budget assumptions ([III.D.1-10](#)), which are developed by the VPAS and presented to governance groups as part of the budget development process, outline important considerations related to revenue opportunities as well as short- and long-term expenditure assumptions. As stated in the budget assumption document, discretionary budgets are appropriated based on available funds remaining after mandated costs obligations are funded.

Liabilities and Future Obligations

The College has clearly identified plans and allocates resources for payment of liabilities and future obligations. For example, the College annually makes a contribution based on actuarial valuation to the Other Post Employment Benefit (OPEB) fund for the future expenses of District retirees ([III.D.1-10](#)). The College is self-insured for health and welfare and works with its health insurance consultant to provide in-depth analysis of health care costs and utilization which includes actuarial valuations to best estimate long-term costs ([III.D.11-01](#)). Their proposed rates are analyzed based on actual costs incurred and reserve requirements for future obligations to determine health and welfare assumptions that are included in the budget ([III.D.11-02](#)).

Analysis and Evaluation

The College meets the Standard. MPC's level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability and clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

STANDARD III.D.12 *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard

Monterey Peninsula College plans for and allocates appropriate resources for payment of liabilities and future obligations. As stated in Standard III.D.11, MPC annually makes a contribution based on actuarial valuation to the OPEB fund for the future expenses of District retirees ([III.D.1-10](#)). The College engages an industry expert to conduct actuarial studies every two years to inform its budget assumptions and priorities ([III.D.12-01](#)). The industry expert certified that the report was prepared in accordance with generally accepted actuarial principles and practices and all applicable Actuarial Standards of Practice ([III.D.12-02](#)). The College has created an irrevocable trust to secure OPEB funding for the future, deposited approximately \$6 million, and experienced investment growth resulting in the current approximate total balance of \$7.4 million, which demonstrates the College's effective planning and management of this long-term obligation ([III.D.12-03](#)).

Compensated absences are a significant long-term obligation of the unrestricted general fund. MPC's Board Policy 7340 ([III.D.12-04](#)) establishes procedures for employee leaves authorized by the College and its collective bargaining agreements. For confidential employees and administrators, Administrative Procedure 7340 ([III.D.12-05](#)) establishes a limit of 44 days of vacation accrual. Employees are encouraged to take vacation throughout the year. The

obligation is tracked and recorded in the College's entity-wide annual financial report as a liability in accordance with Generally Accepted Accounting Principles (GAAP).

As mentioned in Standard III.D.11, the College is self-insured for health and welfare, and, therefore, Alliant Insurance Services provides the College with in-depth analysis of health care costs and utilization, consults on funding rates, and provides detailed presentations to the College's Health and Welfare Committee ([III.D.11-01](#)). Its proposed rates are analyzed with the reserve requirement to determine health and welfare assumptions that are included in the budget to ensure that the self-insurance fund for health and welfare has an adequate reserve balance to cover future liabilities ([III.D.11-02](#)).

Analysis and Evaluation

The College meets the Standard. MPC plans for and allocates appropriate resources for payment of liabilities and future obligations including OPEB, compensated absences, and other employee related obligations.

STANDARD III.D.13 *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard

Monterey Peninsula College has passed two general obligation bond measures: Measure I, the College's \$145 million bond measure approved by voters in November 2002, and Measure V, the College's \$230 million bond measure approved by voters in November 2020. The debt incurred for each bond measure is paid by the taxpayers of Monterey County through ad valorem taxes collected by the Monterey County Treasurer. Information about the oversight and management of bond funds is found in Standard III.D.14. The College does not have any other locally-incurred debt.

Analysis and Evaluation

The College meets the Standard. Beyond two general obligation bond measures, for which the debt incurred is paid by the taxpayers of Monterey County through ad valorem taxes collected by the Monterey County Treasurer, MPC does not have any other locally-incurred debt.

STANDARD III.D.14 *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard

Monterey Peninsula College utilizes all financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants, with integrity in a manner consistent with the intended purpose. Board Policy 6740 ([III.D.14-01](#)) and Administrative Procedure 6740 ([III.D.14-02](#)) establish the expectation that the College form a Citizen's Bond Oversight Committee (CBOC) in order to inform the public of the College's expenditure of bond proceeds, review and report on bond expenditures, and advise the public regarding the College's compliance with Proposition 39 and the California Constitution. The CBOC is charged with monitoring expenditures for Measure I, the College's \$145 million bond measure approved by voters in November 2002, and Measure V, the College's \$230 million bond measure approved by voters in November 2020 ([III.D.14-03](#)). The CBOC comprises at least seven members who represent the local business community, a senior citizen's organization, a College support organization, a taxpayer's organization, students, and the community at large. Bond budgets and expenditure reports are reviewed by the CBOC ([III.D.14-04](#)) as well as the Governing Board ([III.D.14-05](#)) and posted along with the agenda for each meeting on the College website for public access to ensure transparency. As required by California Proposition 39, the College's general obligation bonds undergo separate, independent audits ([III.D.6-06](#)).

As stated in Standard III.D.10, Board Policy 3280 ([III.D.10-07](#)) establishes expectations about grants and Board approval of grants that require financial commitments from the College. The College has implemented a Pre-Application Grant Approval Form to ensure that grants pursued by the College are aligned with long-term institutional goals, support student learning, use College resources appropriately, identify resources needed for effective grant management, and have administrative support ([III.D.10-08](#)). The College's Administrative Services and Fiscal Services staff assist with tracking and managing budgets, transactions, and external financial reporting requirements.

Analysis and Evaluation

The College meets the Standard. MPC utilizes all financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants, with integrity in a manner consistent with the intended purpose.

STANDARD III.D.15 *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard

Monterey Peninsula College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. As stated in Standard III.D.7, Board Policy 6400 ([III.D.7-01](#)) and Administrative Procedure 6400 ([III.D.5-07](#)) require the College to undergo annual, external audits of funds, books, and accounts of the District in accordance with regulations of Title 5. Board Policy 5130 ([III.D.10-01](#)) establishes the expectation that the College will provide financial aid to students; adhere to guidelines, procedures, and standards issued by the funding agency; and incorporate federal, state, and other applicable regulatory requirements. The College's annual financial audit includes a review of financial aid awards and grants. Since its last comprehensive accreditation review, College audit reports have historically included unmodified opinions on its Financial Statements and Federal and State Awards ([III.D.6-02](#), [III.D.6-03](#), [III.D.6-04](#), [III.D.6-05](#)). As required by California Proposition 39, the College's general obligation bonds undergo separate independent audits ([III.D.6-06](#)). Management is accountable and, therefore, addresses necessary corrective actions in a timely manner. Audit reports are communicated through annual reports by the external auditors to the College's Governing Board and presented to the Governing Board ([III.D.5-06](#)) and posted on the College website for public access to ensure transparency ([III.D.1-13](#)).

MPC participates in the Federal Direct Student Loan Program. Students are required to complete and submit the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants and loans, and students applying for loans must complete online student loan counseling and a Master Promissory Note (MPN) prior to receiving funds. The Student Financial Services Office provides information about student loans, repayment, and other information on the College's website ([III.D.15-01](#)). To help monitor and manage student default rates, the College uses BorrowerConnect, a student loan default management and borrower outreach service to communicate with students and track borrower information. The College annually receives notification from the U.S. Department of Education (USDOE) on its official Cohort Default Rate (CDR) data, which demonstrates that the College consistently maintains default rates well below the 30% threshold that would trigger intervention by the USDOE ([III.D.15-02](#), [III.D.15-03](#)).

Analysis and Evaluation

The College meets the Standard. MPC monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Since its last comprehensive accreditation review, the College has continued to experience clean financial audits.

STANDARD III.D.16 *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard

Monterey Peninsula College's contractual agreements with external entities are consistent with the mission and goals of the institution to provide "excellent academic programs and student services that respond to the needs of our richly diverse region." Board Policies 6340 ([III.D.16-01](#)) and 6370 ([III.D.16-02](#)) establish criteria and delegate authority for entering into contractual agreements with external entities on behalf of the District. As stated in the policy, the VPAS has the authority to enter into contracts, and the Board has final approval through their ratification. Contracts are approved by the Board during open public meetings that provide an opportunity for public comment ([III.D.16-03](#)). The College works with legal counsel to develop and review contracts in order to ensure that contracts continue to comply with the necessary state and federal laws and provide adequate protection for the College. For example, the College and its K-12 partner jointly worked with their legal counsel to review and finalize the 2020-2021 Career and College Access Partnership (CCAP) agreement between the two agencies ([III.D.16-04](#)). Instructional Service Agreements (ISAs) between the College and its partners to deliver instruction and services clearly outline policies, requirements, and provisions to ensure the integrity and quality of programs and services of the College while ensuring compliance with regulations ([III.D.16-05](#)).

Analysis and Evaluation

The College meets the Standard. MPC's contractual agreements with external entities are consistent with the College's mission and goals, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Conclusions on Standard III.D. Financial Resources

Monterey Peninsula College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning as evidenced by the College's annual budget development process. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. MPC's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness, and the College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College practices effective oversight of finances, and the institution's level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

MPC clearly defines and follows clear guidelines and regular processes for financial planning and budget development. The College ensures appropriate allocation and use of financial resources to support student learning programs and services through its Program Review and resource allocation processes, and all constituencies have appropriate opportunities to

participate in the development and review of institutional plans and budgets. The College ensures that financial information is disseminated throughout the institution in a timely manner and is publicly available on the College’s website.

MPC is committed to reliable financial reporting, which begins with regular cycles and adherence to fiscal policies. Financial documents have a high degree of credibility and accuracy, which is supported by the Escape Financial System and regular auditing. MPC continues to experience clean financial audits with no financial issues in which to respond. Moreover, the College regularly evaluates its financial and internal control systems and assesses for validity and effectiveness, and the results of this assessment are used for improvement.

When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability and identifies, plans, and allocates resources for payment of liabilities and future obligations. MPC’s contractual agreements with external entities are consistent with the College’s mission and goals; are governed by institutional policies; and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
III.D.1-01	MPC Website, Annual Budgets and Financial Audit Reports
III.D.1-02	Board Policy 6200 - Budget Preparation
III.D.1-03	Board Policy 6210 - General Fund Reserve
III.D.1-04	Board Policy 6250 - Budget Management
III.D.1-05	Board Policy 6300 - Fiscal Management
III.D.1-06	Board Agenda Item, Governor's January Budget Proposal for 2022-23 - January 2022
III.D.1-07	Unrestricted GF Multi-Year Analysis and Reserves
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
III.D.1-08	Administrative Procedure 6200 - Budget Preparation
III.D.1-09	Administrative Procedure 6250 - Budget Management
III.D.1-10	2021-2022 Final Budget Assumptions
III.D.1-11	MPC Resource Guide to Institutional Decision Making, Budget Committee (pp. 18-19)
III.D.1-12	College Forum Friday, May Revise and MPC Budget Email

III.D.1-13	MPC Website, Fiscal Services, Annual Budgets & Financial Reports
III.D.2-01	2021-2022 Final MPC Budget, College Overview & Mission Statement (p. 4)
III.D.2-02	2021-2022 Budget Development Calendar
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
III.D.2-03	Administrative Services Board Report, Including Quarterly Financial Statement - July 2022
III.D.3-01	Budget Packet Review Request and Tracking Sheet
III.D.3-02	2021-2022 Final MPC Budget, Description of Funds (pp. 7-8)
I.B.9-02	Consolidated 2020-2021 Program Review Action Plans
III.D.3-03	2021-2022 Final MPC Budget, Unrestricted General Fund Summary (p. 11)
II.A.6-04	5-year Plan Academic Affairs & Scheduling Considerations
III.D.3-04	MPC FTEF Allocation and FTES Targets Worksheet
III.D.3-05	2021-2022 Final MPC Budget, Unrestricted General Fund Five-Year Projections
III.D.5-01	Administrative Procedure 6300 - Fiscal Management
III.D.5-02	MPC Budget Setup Form
III.D.5-03	MPC Purchasing Authorization Guidelines
III.D.5-04	Fiscal Services Shared Budget Drive Example
III.D.5-05	Administrative Services Board Report - June 2022
III.D.5-06	Board Agenda Item, 2020-21 Annual Financial Audit Report - February 2022
I.B.7-02	Administrative Procedure 2410 - Board Policies and Administrative Procedures
III.D.5-07	Administrative Procedure 6400 - Financial Audits
III.D.6-01	FY2023 Weekly GL Data Posted for Budget Managers (Excerpt)
III.D.6-02	2021 MPCCD Annual Financial Audit Report
III.D.6-03	2020 MPCCD Annual Financial Audit Report
III.D.6-04	2019 MPCCD Annual Financial Audit Report
III.D.6-05	2018 MPCCD Annual Financial Audit Report
III.D.6-06	Board Agenda Item, MPC Measure I GO Bonds Performance Audit 2018-19
III.D.6-07	PRIE General Fund Institutional Contingency Budget for Program Review Action Plans
III.D.6-08	2022-2023 Instructional Materials (Lottery) Fund Allocations
III.D.6-09	Sample Strong Workforce Project Plan
III.D.6-10	Student Equity Plan, Priority Activities (pp. 5-11)

III.D.7-01	Board Policy 6400 - Financial Audits
I.B.7-01	Board Policy 2410 - Board Policies and Administrative Procedures
III.D.10-01	Board Policy 5130 - Financial Aid
III.D.10-02	2021 MPCCD Annual Financial Audit Report, Special Revenue Funds
III.D.10-03	MPC Foundation Bylaws, Section 5.4 Standing Committees (p. 9)
III.D.10-04	MPC Foundation Audit Committee Meeting Agenda - September 2021
III.D.10-05	Board Agenda Item, Approval of MPC Foundation Financial Audit - April 2022
III.D.10-06	MPC Foundation Website, Audited Financial Statements
III.D.10-07	Board Policy 3280 - Grants
III.D.10-08	Pre-Application Grant Approval Form
III.D.10-09	Board Policy 6320 - Investments
III.D.10-10	Administrative Procedure 6320 - Investments
III.D.10-11	CCCCO Budget and Accounting Manual, Debt Service Funds (p. 37)
III.D.10-12	Board Agenda Item, Monterey County Treasury Investment Quarterly Investment Report Ending December 2021 - February 2022
III.D.11-01	Alliant Renewal Strategic Planning Presentation for MPC - February 2020
III.D.11-02	2022-2023 Final Budget, Self-Insurance Budget Development (p. 29)
III.D.12-01	MPC Actuarial Study of Retiree Health Liabilities Under GASB 74-75 - October 2020
III.D.12-02	MPC Actuarial Study of Retiree Health Liabilities Under GASB74-75, Certification (p. 5)
III.D.12-03	2022-2023 Final Budget, OPEB Fund Summary (p. 30)
III.D.12-04	Board Policy 7340 - Leaves
III.D.12-05	Administrative Procedure 7340 - Leaves and Vacation - Management, Supervisory, and Confidential Employees
III.D.14-01	Board Policy 6740 - Citizens Bond Oversight Committee
III.D.14-02	Administrative Procedure 6740 - Citizens Bond Oversight Committee
III.D.14-03	CBOC Meeting Agenda - August 2022
III.D.14-04	CBOC Agenda Item, Accept Quarterly Bond Expenditure Report - August 2022
III.D.14-05	Board Agenda Item, Citizen's Bond Oversight Committee Annual Report for 2019-20 - November 2020
III.D.15-01	MPC Website, Financial Aid
III.D.15-02	USDOE Official Student Load Cohort Default Rate Notification FY 2018
III.D.15-03	USDOE Official Student Load Cohort Default Rate Notification FY 2019
III.D.16-01	Board Policy 6340 - Bids and Contracts

III.D.16-02 [Board Policy 6370 - Contracts - Personal Services](#)

III.D.16-03 [Board Agenda Item, Sample Contract Approval - August 2022](#)

III.D.16-04 [2021-2022 CCAP Agreement with Legal Review](#)

III.D.16-05 [MPC ISA - Agency Agreement Template](#)

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the Chief Executive Officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

STANDARD IV.A.1 *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

Evidence of Meeting the Standard

Monterey Peninsula College is a single-college district that takes great pride in its participatory governance structures and processes, which foster broad participation among all constituency groups. Institutional leaders create and encourage innovation leading to institutional excellence regardless of employees' official title; create opportunities; and encourage innovation and initiative in improving practices, programs, and services in which any employee is involved.

The Board adopted 2022 Board goals aligning with the College's Educational Master Plan (EMP) in areas related to student success, collegiality, social justice, community engagement, and institutional effectiveness ([IV.A.1-01](#)). With an emphasis on collaboration, the Board goals are created with an understanding of the current strengths of the College and its opportunities for improvement. The Board's respect for participatory governance and diverse voices has led to the provision of designated spaces for shared governance representatives at the Board of Trustee meetings through monthly constituent reports ([IV.A.1-02](#)).

MPC leadership is committed to including all constituencies in decisions that have College-wide implications. The President's Advisory Group (PAG), whose membership includes executives, management, faculty, staff, collective bargaining representatives, and students, ensures that College members and the Superintendent/President are informed of institutional perspectives on major initiatives and advises the Superintendent/President about issues of College-wide importance ([IV.A.1-03](#)). The College's governance structure has standing committees responsible for helping to fulfill the mission of the College. Each standing committee includes members of the faculty, staff, and administration appointed by their respective leadership

groups ([I.A.4-04](#)). The standing committees cover matters related to accreditation, student success, budget and resource allocation, professional development, academic calendar, health and safety, facilities, institutional effectiveness, outcomes, strategic planning, and technology. These standing committees are the primary College-wide venues for the exploration of innovative ideas brought forth by members of the MPC community. Representatives from each constituency group (faculty, administrators, managers, classified staff, and students) are provided representative positions on each standing committee.

Faculty, staff, and administrators are encouraged to propose, plan, and request resources for improvement initiatives through the normal Annual Program Review Update Action Plan process ([I.A.3-06](#)). Annual Action Plans, required of both instructional and non-instructional units, include Action Plan Narratives and Action Plan Resource Requests that are aligned with the College's EMP.

In addition, the College supports constituents taking initiative to identify and make recommendations in order to innovate and improve programs, services, and processes, as evidenced by MPC's Guided Pathways work as well as that of the IDEA Task Force. To address Guided Pathways essential practices and equity considerations, four ad hoc work teams, which included cross-College, cross-constituent representation, engaged in an inquiry/design process that included examination of internal and external models, discussion of College data, and engagement in SWOT-style analyses, culminating in a set of comprehensive recommendations that were presented to College committees and participatory governance groups for consideration and input before presentation to the Superintendent/President and Cabinet ([IV.A.1-04](#), [IV.A.1-05](#)). For approved recommendations, Guided Pathways assembled implementation teams that included representatives from across the College to ensure individuals with relevant expertise informed implementation and could liaise between the work teams and related programs and areas.

In response to the CCCCO Call to Action, the Superintendent/President communicated a call for participation on the Inclusion, Diversity, Equity, and Antiracism (IDEA) Task Force, which, through ad hoc work groups, engaged in inquiry and discussion, held College forums, and developed recommendations that were presented to College committees and participatory governance groups as well as to the Superintendent/President ([III.A.8-19](#), [III.A.12-12](#)).

Analysis and Evaluation

The College meets the Standard. College leadership, including the Board of Trustees, administrative executives, and participatory governance group leaders, consistently demonstrate a deep respect for the role that all members of the College community play in improving practices and processes at the College. Innovation from all areas is encouraged. The governance structure of the College ensures that all constituencies are represented in decision-making processes that affect the institution. Planning and resource allocation processes are transparent and focus on achieving the College's mission, and the College community remains informed of opportunities for input and innovation as well as the outcome of shared governance decision making.

STANDARD IV.A.2 *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard

The District has established policies and procedures that ensure the broad participation of various constituent groups in decision-making processes. Board Policy 2510 outlines the College's commitment to the participatory role of faculty, staff, students, and management in decision making at the College ([IV.A.2-01](#)). Board Policy 2410 ([IV.A.2-02](#)) and Administrative Procedure 2410 ([I.B.7-02](#)) explain how Board Policies (BPs) and Administrative Procedures (APs) are created (via the appropriate constituency group), revised, and adopted. The District has in place APs that provide guidance on each constituency group's role in the participatory governance process and the ability to consult collegially with the Governing Board and/or its designees.

BP 2511 ([IV.A.2-03](#)) affirms the right of the faculty, via the Academic Senate and appointees of the Academic Senate, to develop recommendations on academic and professional matters. The Resource Guide to Institutional Decision Making at MPC further confirms that the Governing Board relies upon recommendations of the Academic Senate, whose charge is to "give the faculty a primary voice in the formation and implementation of MPC policies on academic and professional matters" ([IV.A.2-04](#)). Additionally, the Senate President provides a monthly report to the Board ([IV.A.1-02](#)).

AP 2510 ([IV.A.2-05](#)) and the Resource Guide to Institutional Decision Making at MPC ([IV.A.2-06](#)) outline the rights of students in participatory governance via the Associated Students of Monterey Peninsula College (ASMPC), which make recommendations to the administration of the College and to the Governing Board with respect to policies and procedures that have or will have significant effect on students. Membership of PAG and all College standing committees includes student representatives appointed by the ASMPC. Further, Board Policy 2105 establishes the inclusion of a student trustee on the Governing Board who is elected by the student body of the College. Board Policy 2015 ([IV.A.2-07](#)) further clarifies the rights of the student trustee, establishing that the "student member shall be seated with the members of the Board and shall be entitled to attend all non-closed session Board meetings, including receiving all materials presented to the Board members (except for closed session materials) and shall be entitled to participate in the questioning of witnesses and the discussion of issues."

Board Policy 2510, Administrative Procedure 2510, and the Resource Guide to Institutional Decision Making ensure the right of classified staff to be represented by their elected classified

leadership team in making recommendations to the administration of the College and the Governing Board of the District with respect to policies and procedures that affect or will affect staff in areas of governance structures related to staff, policies for staff professional development activities, and institutional planning and budget development processes. Additionally, Board Policy 2510, Administrative Procedure 2510, and the Resource Guide to Institutional Decision Making at MPC explain the role of management in participatory governance.

Input regarding College decision-making is obtained through the Superintendent/President's advisory groups and standing College committees. These advisory groups and committees represent a broad range of interests and include membership from across constituencies. The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (25.98% strongly agreed and 32.28% somewhat agreed) leadership roles and responsibilities of the various administrators are clear to them; 22.83% somewhat disagreed, 8.66% strongly disagreed, and 7.87% indicated that they don't know. In addition, a slight majority of respondents agreed (10.94% strongly agreed and 27.34% somewhat agreed) that student participation in participatory government committees is adequate; a large number of respondents (35.16%) indicated that they do not know while 14.84% somewhat disagreed and 9.38% strongly disagreed. These results indicate that the College may benefit from improving communication about student involvement in participatory governance committees.

Analysis and Evaluation

The College meets the Standard. The Resource Guide to Institutional Decision Making at MPC, Board Policies, Administrative Procedures, as well as College committee charges have clearly articulated membership requirements that include wide representation from all relevant constituency groups. The College supports the right, both philosophically and in practice, of all affected constituency groups to express their opinions, contribute to the development of policies and procedures, and participate meaningfully in decision-making at MPC.

STANDARD IV.A.3 *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

Evidence of Meeting the Standard

Through the Resource Guide to Institutional Decision Making at MPC, Board Policies, Administrative Procedures, and the participatory governance committee structure, Monterey Peninsula College guarantees substantive participation of administrators and faculty in institutional governance and substantial voice in institutional policies, planning, and budget. Board Policy 2510 ([IV.A.2-05](#)) as well as the College's Resource Guide to Institutional Decision Making at MPC ([I.A.4-04](#)) clarify the role of administrators, staff, and faculty in institutional governance through an ongoing consultative process. Furthermore, these documents establish the roles and compositions of the individual participatory governance groups. In addition to participation as committee members across the College's governance structure, administrators, faculty, and staff regularly attend and contribute as resource members as needed ([IV.A.3-01](#)).

Each of MPC's standing committees and advisory groups have faculty, staff, management, and student representatives. These committees and advisory groups ensure opportunities to gather information from all shared governance groups in areas including, but not limited to, student equity (Student Success Committee), planning and institutional effectiveness (PRIE), budget (Budget Committee), program review (PRIE), and technology (Technology Committee). The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (35.94% strongly agreed and 25.78% somewhat agreed) faculty have a substantive and clearly defined role in institutional governance; 9.38% somewhat disagreed, 2.34% strongly disagreed, and 24.22% indicated that they don't know.

The College's process for developing, revising, and adopting Board Policies and Administrative Procedures makes certain that policies are developed and vetted by the appropriate constituent group and that all constituent groups, including faculty and management, have an opportunity to provide input. BP 2511 ([IV.A.2-03](#)) contains specific language that identifies the role of the Academic Senate to develop policy recommendations on academic and professional matters through collegial consultation with the Superintendent/President of the College and the Governing Board. The Academic Senate further delineates its role in policy development in its bylaws ([II.A.7-08](#)), which state that the Senate will represent the District's faculty, as required by state regulations, in negotiations with the Board of Trustees or its designee in order to reach mutual agreement on all policies and procedures involving academic and professional matters as outlined in California Education Code, Title 5. The Academic Senate membership guarantees substantial representation of the faculty voice by including representation from each of the instructional and counseling divisions as well as at-large faculty and part-time faculty. The faculty voice in policy development is also included through subcommittees of the Academic Senate including the Curriculum Advisory Committee (CAC), Online Education Committee (OEC), and Teaching and Learning Committee (T&LC), which have communication

lines to Academic Senate regarding policy recommendations in areas including, but not limited to, academic standards, grading, course enrollment management, classroom practices, educational program changes, record keeping and forms, and textbooks.

Board Policy 6200 ([III.D.1-02](#)) outlines the College's policy on budget preparation, and Board Policy 6250 ([III.D.1-04](#)) states the process for budget management. In addition, the College's integrated planning model ensures that planning and budget resource allocation are complementary processes and that all constituents are provided opportunities to participate in the process ([I.B.9-01](#)). Each year, members of the key participatory governance committees involved in both processes, including the President's Advisory Group (PAG); Budget Committee; and Planning, Research, and Institutional Effectiveness (PRIE) Committee engage in budget discussions that ultimately shape the annual final budget of the College ([IV.A.3-02](#)). These committees are led by the administrator responsible for the associated area (PRIE and Budget Committee) or co-led by the administrator alongside faculty and staff tri-chairs (PAG). All constituents have additional opportunities to learn about the budget and contribute their opinions through participation in College-wide budget forums and participatory governance meetings, both of which are open to any member of the MPC community ([III.D.1-12](#)). Further, the Vice President of Administrative Services (VPAS) regularly reports on the state of the budget and solicits input from College constituents throughout the fiscal year during College forums and budget and financial presentations to different College governance groups and in monthly reports to the Board of Trustees ([III.D.5-05](#)).

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (20.16% strongly agreed and 42.64% somewhat agreed) that MPC's participatory governance processes are effective at supporting planning and decision making; 8.53% somewhat disagreed, 5.43% strongly disagreed, and 20.93% indicated that they don't know. In addition, a majority of respondents agreed (32.03% strongly agreed and 31.25% somewhat agreed) that staff, at all levels, have the opportunity to participate and provide input into participatory governance; 12.50% somewhat disagreed, 7.03% strongly disagreed, and 15.63% indicated that they don't know.

Analysis and Evaluation

The College meets the Standard. The Resource Guide to Institutional Decision Making at MPC, Board Policies, and Administrative Procedures establish and define clear roles for each of the participatory governance groups, including faculty and management, to actively participate in institutional governance. Furthermore, Board Policies, Administrative Procedures, College committees, and documented processes clearly establish multiple opportunities for both faculty and managers and other constituent groups to actively participate in the development and revision of school policies, planning, and the College budget.

STANDARD IV.A.4 *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard

Monterey Peninsula College places primary responsibility for curricula, student learning programs, and student learning services on faculty and academic administrators. With respect to curricula, this responsibility is codified in Board Policy 4020, which notes the expertise for curriculum development and innovation resides, though not exclusively, with the faculty within educational units ([I.C.13-03](#)).

The Resource Guide to Institutional Decision Making at MPC notes that the Academic Senate develops policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board ([IV.A.2-04](#)). Academic and professional matters include curriculum (including establishing prerequisites and placing courses in disciplines), degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, and processes for Program Review.

The Academic Senate delegates responsibility for curriculum review and approval to the College's Curriculum Advisory Committee (CAC). The charges of CAC include the following:

- review, evaluate, and approve curriculum proposals and educational programs
- review the requirements for the Associate in Arts Degree, the Associate in Science Degree, Associate in Science (CTE) Degree, the Associate Degree for Transfer, General Education certification, majors, areas of emphasis, Certificates of Achievement, Occupational Skills Certificates, and in noncredit, Certificates of Completion, Certificates of Competency, and the Adult High School Diploma
- change Catalog course descriptions and/or inactivate courses based on the recommendation of faculty
- forward recommendations on curriculum proposals to the Chief Instructional Officer
- complete the CAC curriculum review process in sufficient time for the approval of the CAC actions by the Chief Instructional Officer and the MPC Board of Trustees
- CAC's leadership and membership include a combination of faculty, academic administrators, and College resource experts

The Academic Senate's other standing and operational committees also encompass areas of student learning and student services ([IV.A.2-04](#)). These committees, via the committee's chair, make recommendations on policy, procedure, and practices directly to the Academic Senate for consideration. If recommendations are approved by the Academic Senate, collegial consultation processes for the purpose of reaching mutual agreement are initiated via the College's participatory governance processes.

Advisory groups and standing committees at MPC also serve as the College-wide fora for discussion of educational programs and services, such as the Academic Affairs Advisory Group (AAAG) and Student Service Advisory Group (SSAG). In some cases, representatives from corresponding Academic Senate subcommittees may serve as members and/or co-chairs of these standing committees and advisory groups. In this way, continuous and collegial dialogue between different College constituencies is maintained, and recommendations from committees can be vetted by all appropriate groups before final adoption.

Analysis and Evaluation

The College meets the Standard. Through District policies, Administrative Procedures, Academic Senate bylaws, and well-defined committee structures with clear reporting channels, MPC ensures that faculty and academic administrators maintain primary responsibility for making recommendations about curriculum, programs, and learning services at the College. The committee leadership and composition foster meaningful and cooperative dialogue among faculty and academic administrators in curriculum and student learning decisions.

STANDARD IV.A.5 *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard

The College, through Board Policies and Administrative Procedures, ensures appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility. The College has established clearly defined roles for each of the participatory governance groups, including faculty and management, to actively participate in institutional planning, policy development, curricular changes, and other key considerations for decision-making.

The College has standing advisory groups and committees that are composed of members from each constituent group and appropriately reflect the knowledge and expertise to fulfill the charge of each committee and are either chaired or co-chaired by representatives from the area relevant to the committee or advisory group's charge as evidences in the Resource Guide to Institutional Decision Making at MPC ([I.A.4-04](#)).

Faculty and classified constituencies both have a Senate or leadership team, Academic Senate and Monterey Peninsula College Employees Association (MPCEA), composed of representatives from the diverse areas within each of those groups. The Resource Guide to Institutional Decision Making at MPC guides the structure of College committees and advisory groups. Advisory groups, standing committees, Senate, and CAC establish specific purview on College issues and projects so that individuals with particular interests and expertise may contribute more relevantly and meaningfully. Further, each committee has formal governing documents

and a charge, which ensures that representatives are again drawn from diverse and relevant areas of the College, including management, faculty, classified, and student positions. The Academic Senate has a constitution and bylaws, which guarantee representation of each instructional and counseling division in the Senate, and a process by which members of subcommittees are recommended by the Senate Committees Chair in conjunction with the Executive Committee and confirmed by the Senate ([IV.A.5-01](#)).

The membership, responsibilities, and roles of the elected governing body are established in Board Policy for the Board of Trustees and Administrative Procedures for College participatory governance committees. For example, a series of Board Policies govern the Board of Trustees: BP 2010 Board Membership ([IV.A.5-02](#)), BP 2200 Board Duties and Responsibilities ([IV.A.5-03](#)), and BP 2310 Regular Meetings of the Governing Board ([IV.A.5-04](#)).

The Board ensures respectful consideration of all perspectives through several additional policies, including student membership on the Board, representation at Board meetings of participatory governance groups, and public participation at Board meetings. Further, as Board Policy 2510 outlines, the Board recognizes different groups at the College as part of the local decision-making process ([IV.A.2-01](#)). The Academic Senate similarly values the voice and expertise of other governing bodies by including reports from the Superintendent/President at meetings, which covers College-wide topics and current and future Board items ([IV.A.1-02](#)).

Although each of the governing bodies maintains its individual roles and responsibilities, as described in the Resource Guide to Institutional Decision Making at MPC, the primary group where all policies, procedures, and institutional plans are vetted and recommended to the Superintendent/President before being forwarded to the Board of Trustees, is the President's Advisory Group (PAG), which includes student, faculty, classified, and management representatives and provides a space where all constituent groups may contribute their perspectives before any policy or plan moves forward. One of PAG's key responsibilities is recommending Board Policies that have gone through the various governing bodies to be moved forward to the Board of Trustees for final approval. The process for the regular review and revision of Board Policies and Administrative Procedures is outlined in BP 2410 ([IV.A.2-02](#)).

Each year, the Superintendent/President notifies the appropriate parties of the chapters or specific Board Policies or Administrative Procedures to be reviewed.

Responsibility for the review process is as follows:

- Chapter 1 – Superintendent/President
- Chapter 2 – Superintendent/President and the Board of Trustees
- Chapter 3 – Superintendent/President
- Chapter 4 – Chief Instructional Officer
- Chapter 5 – Chief Student Affairs Officer
- Chapter 6 – Chief Business Officer

- Chapter 7 – Chief Human Resources Officer

To further ensure regular policy review, the College, as a subscriber to the Community College League of California (CCLC) Policy and Procedure Service, receives biannual updates with recommended policy and procedure language that help to facilitate the process.

Analysis and Evaluation

The College meets the Standard. There is broad and diverse representation from all constituency groups on College-wide participatory governance committees. Representatives are appointed by their respective constituency groups, Academic Senate, or the Superintendent/President of the College, ensuring the relevant expertise of membership and leadership of governance committees. Items vetted through governance bodies are brought before PAG when College-wide consideration or action is required, and PAG makes recommendations to the Superintendent/President for the Board of Trustees' consideration.

STANDARD IV.A.6 *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

Monterey Peninsula College documents and communicates decision-making processes and resulting decisions in multiple ways to ensure the information is widely communicated across the institution. An overview of the decision-making process is documented in the College's Institutional Guide to Decision Making ([I.A.4-04](#)), which is published on the College's website. In addition, individual committee bylaws and membership listings are published on committee intranet sites ([IV.A.6-01](#)). Constituency groups and committees are provided a page on the MPC internet and intranet sites to post meeting agendas and minutes. Meetings are open to the public and provide the opportunity for public comment. PAG, the College group responsible for advising the Superintendent/President about issues of College-wide importance, also posts agendas and minutes on MPC's website. PAG meeting minutes include action taken on any item ([IV.A.6-02](#)). Advisory groups and College committees also have their own webpage.

In addition to posting agendas, minutes, and information regarding past and future meetings on the College website, since transitioning to online meetings due to the COVID-19 pandemic, the Board of Trustees continues to provide for the ability to attend Board meetings virtually as well as watch video from past meetings. All supporting documents as well as information regarding actions the Board has taken are available to the public within each meeting agenda ([IV.A.6-03](#), [IV.A.6-04](#)). In addition, the Superintendent/President's office sends out Board Highlights via email to all College constituency groups immediately following every Board of Trustees meeting on actions taken and general information conveyed during the meeting ([III.A.11-02](#)).

Analysis and Evaluation

The College meets the Standard. Through Administrative Procedures, Academic Senate bylaws, committee guidelines, and well-defined committee structures with clear reporting channels,

the College ensures that all members of the College community have knowledge of the decision-making processes and results of such processes at the College. Each deliberative body posts agendas and meeting minutes to the College website so that members of the public remain informed of any action taken during meetings. Meetings are open to the public and provide time for public comment. Board of Trustees' meetings are recorded and viewable online. MPC uses College-wide email communication to regularly update the MPC community of upcoming meetings and resulting decisions.

STANDARD IV.A.7 *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard

Monterey Peninsula College is committed to regular evaluation of the governance and decision-making structures and processes. The College widely communicates the results of these evaluations and uses them for improving institutional effectiveness. Board Policy 2745 outlines the procedure for the self-evaluation of the Board of Trustees ([IV.A.7-01](#)).

MPC's major participatory governance bodies take responsibility for regularly evaluating their performance and effectiveness. This process occurs at the beginning of each academic year as College committees and advisory groups review their stated charge and membership as outlined in the Resource Guide to Institutional Decision Making at MPC ([IV.A.7-02](#)), and any revisions to committee charge or membership are reflected when the guide undergoes annual update.

Administrative Procedure 2410 ([I.B.7-02](#)) provides guidelines and a cycle for regular review of Board Policies and Administrative Procedures. The resulting review and revision of Board Policies and Administrative Procedures informs changes in governance structures, decision-making processes, and communication practices. In addition, updated processes for legal changes as recommended by the Community College League of California (CCLC) are included in these policy and procedure sections as well.

The College has made considerable efforts to communicate Board level decision-making through policy discussions. The Superintendent/President's Office sends out Board Highlights on actions taken and general information conveyed during the meeting via email to all College constituency groups immediately following every Board of Trustees meeting ([III.A.11-02](#)). The review and update of the five-year EMP is performed by the PRIE Committee and the results are shared across the College for review and feedback ([I.A.2-06](#)). Additionally, the College annually reviews the Resource Guide to Institutional Decision Making at MPC to ensure governance structures are effective and appropriate representation is present on each committee.

Analysis and Evaluation

Board Policies and Administrative Procedures ensure regular evaluation of administrative leadership at Monterey Peninsula College. Regular review of the Resource Guide to Institutional Decision Making at MPC ensures a comprehensive evaluation of all governance structures and processes, and individual committees regularly conduct their own evaluations of charge and membership.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Through Monterey Peninsula College's well-established participatory governance structure and processes for institutional decision-making, College leaders encourage collaborative innovation and ensure the appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action. In matters regarding policy or with significant institution-wide implications, information and opportunities for input are shared widely, and results of decision-making are clearly and regularly documented and communicated. Leadership effectiveness and the institution's governance and decision-making policies and procedures are regularly evaluated to assure their integrity and effectiveness.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
IV.A.1-01	Board Agenda Item, MPC Board of Trustees Goals for Academic Calendar Year 2022-2023 - August 2022
IV.A.1-02	Board Agenda Item, Organizations and Staff Reports - August 2022
IV.A.1-03	Resource Guide to Institutional Decision Making, President's Advisory Group (p. 27)
I.A.4-04	2021-2022 Resource Guide to Institutional Decision Making at MPC
I.A.3-06	Annual Program Review Action Plan Template - Spring 2022
IV.A.1-04	GP/AS Student and Academic Support Work Team - Formal Recommendations
IV.A.1-05	Guided Pathways Presentation - Redesign Recommendations to Enhance Academic & Learning Support
III.A.8-19	MPC Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Task Force Structure and Charge
III.A.12-12	IDEA Task Force Recommendations - December 2021
IV.A.2-01	Board Policy 2510 - Participation in Local Decision Making
IV.A.2-02	Board Policy 2410 - Board Policies and Administrative Procedures
I.B.7-02	Administrative Procedure 2410 - Board Policies and Administrative Procedures

IV.A.2-03	Board Policy 2511 - Academic Senate
IV.A.2-04	Resource Guide to Institutional Decision Making, Governance Groups (pp. 14-17)
IV.A.2-05	Administrative Procedure 2510 - Participation in Local Decision Making
IV.A.2-06	Resource Guide to Institutional Decision Making, Roles in Local Decision Making, Students (pp. 8-9)
IV.A.2-07	Board Policy 2015 - Student Member
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
IV.A.3-01	Teaching and Learning Committee Agenda - September 2022
II.A.7-08	Academic Senate Bylaws
III.D.1-02	Board Policy 6200 - Budget Preparation
III.D.1-04	Board Policy 6250 - Budget Management
I.B.9-01	Integrated Planning Handbook, Integrated Planning at MPC (pp. 3-11)
IV.A.3-02	Campus Presentation, May Revise and Tentative Budget Update - June 2022
III.D.1-12	College Forum Friday, May Revise and MPC Budget Email
III.D.5-05	Administrative Services Board Report - June 2022
I.C.13-03	Board Policy 4020 - Program, Curriculum, and Course Development
IV.A.5-01	Academic Senate Bylaws, Article VII - Committees
IV.A.5-02	Board Policy 2010 - Board Membership
IV.A.5-03	Board Policy 2200 - Board Duties and Responsibilities
IV.A.5-04	Board Policy 2310 - Regular Meetings of the Governing Board
IV.A.6-01	MPC Intranet, Committees
IV.A.6-02	President's Advisory Group Minutes - February 2022
IV.A.6-03	BoardDocs Website, MPC Governing Board
IV.A.6-04	BoardDocs Website, Sample Board Meeting Agenda Item with Attachments
III.A.11-02	Board Highlights - April 2022 Regular Board Meeting
IV.A.7-01	Board Policy 2745 - Board Self Evaluation
IV.A.7-02	Resource Guide to Institutional Decision Making, Evaluation of the Resource Guide (p. 5)
I.A.2-06	2020-2025 MPC Education Master Plan Progress Report, September 2022

IV.B. Chief Executive Officer

STANDARD IV.B.1 *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

Responsibility for Quality of Institution

The Superintendent/President is the Chief Executive Officer of Monterey Peninsula College and is charged with primary responsibility for the quality of the College. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. BP 2430 ([IV.B.1-01](#)) and AP 2430 ([IV.B.1-02](#)) delegate full responsibility and authority to the Superintendent/President to operate the College guided by relevant laws and regulations and to execute the duties and powers needed to achieve the College's goals and fulfill its mission. Board Policy 2410 identifies the responsibilities of the Superintendent/President to develop, recommend, and implement Board Policies that relate to the quality of the institution.

Leadership in Planning, Organizing, and Budgeting

The Superintendent/President is responsible for developing and implementing the major planning documents for the College that will lead to institutional improvement. In fall 2020, under the direction of the Superintendent/President, MPC began a College-wide review of the mission statement, which resulted in the Board of Trustees approving a revised mission statement in spring 2021 ([I.A.1-01](#), [I.A.4-08](#)). In 2019, the College embarked on the development of a new Educational Master Plan (EMP) ([I.A.1-02](#)), which was approved by the Board of Trustees in spring 2020 ([IV.B.1-03](#)). As the EMP was being finalized, the Superintendent/President oversaw the development of the Facilities Technology Master Plan (FTMP) ([I.B.8-01](#)) in summer and fall of 2020. The EMP, FTMP, and mission statement were developed through defined processes that included numerous opportunities, led by the Superintendent/President, for College and community input ([IV.B.1-04](#), [IV.B.1-05](#), [I.A.4-05](#)).

The Superintendent/President is charged with the responsibility of the selection and development of College personnel. The Superintendent/President's job description makes clear that the CEO shall oversee efforts to optimize the effectiveness of Monterey Peninsula College's human capital, developing skills and talents to increase the effectiveness of administrators, faculty, and staff through periodic assessment, professional development, adaptation of the organizational structure, and expansion of resources ([IV.B.1-06](#)). All proposed permanent full-time classified and management employees are reviewed by the Superintendent/President, who recommends personnel selections to the Board of Trustees for final approval ([III.A.1-12](#)). This ensures that all staffing decisions are consistent with the College's organizational structure and remain within the College's available unrestricted and restricted funds. All full-time faculty positions are prioritized through a faculty prioritization process through the Academic Affairs Advisory Group (AAAG), and all full-time faculty finalist candidates are interviewed by the

Superintendent/President before recommendations are made to the Board of Trustees for final approval ([IV.B.1-07](#)).

MPC's Superintendent/President is a Tri-Chair of PAG along with a faculty and classified leader. PAG is the primary participatory governance committee responsible for advising the Superintendent/President about issues of College-wide importance ([IV.A.1-03](#)).

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (32.81% strongly agreed and 33.59% somewhat agreed) that the College President provides effective leadership in defining goals, developing plans, and establishing priorities for the institution; 3.13% somewhat disagreed, 3.13% strongly disagreed, and 25.78% indicated that they don't know. In addition, a majority of respondents agreed (32.03% strongly agreed and 31.25% somewhat agreed) that the College President effectively manages financial resources and a large number of respondents (41.41%) indicated that they don't know; 3.91% somewhat disagreed and no respondents strongly disagreed. These results indicate the College may benefit from improving communication about the President's role in the College's fiscal management.

Analysis and Evaluation

The College meets the Standard. The Superintendent/President provides leadership and oversight in planning, organizing, and budgeting as well as the selection and professional development of College personnel. The Superintendent/President, as stipulated in Board Policies, Superintendent/President job description, and Administrative Procedures, bears primary responsibility for institutional effectiveness at MPC.

STANDARD IV.B.2 *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Evidence of Meeting the Standard

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect Monterey Peninsula College's purposes, size, and complexity and delegates authority to administrators and others consistent with their roles and responsibilities.

BP 3100 ([IV.B.2-01](#)) and AP 3100 ([IV.B.2-02](#)) establish the organizational structure of the College with all employees being responsible to the Board of Trustees through the Superintendent/President. The Superintendent/President oversees the maintenance of the organizational charts, which delineate the reporting structure for the College ([IV.B.2-03](#)). The organizational charts illustrate the authority delegated to administrative officers and managers.

As shown on the Superintendent/President Office Organizational Chart ([IV.B.2-04](#)), the Superintendent/President delegates responsibility and authority for College operations to the Vice President of Academic Affairs (VPAA), Vice President of Student Services (VPSS), Vice President of Administrative Services (VPAS), Vice President of Advancement (VPAD), Vice President of Resources & Employee Relations (VPHR), and Dean of Planning, Research, and Institutional Effectiveness (PRIE). The Superintendent/President actively engages with, monitors progress on institutional goals with, and provides feedback to the senior leaders through weekly Cabinet meetings as well as regular individual meetings. Each senior administrator oversees a sub-structure of employees that may include administrators, confidential staff, classified staff, and faculty who focus on fulfilling the mission and operations of the College ([IV.B.2-03](#)) The Superintendent/President evaluates the performance of senior administrators using the management evaluation process described in Standard III.A.5. Criteria considered as part of management evaluations include communication, planning, problem solving, delegation, participation, inclusiveness, decision making, and commitment to the College's mission and values ([III.A.5-05](#)). When making changes to senior leadership positions, the Superintendent/President seeks the advice of PAG and other relevant groups based on the position prior to seeking Board approval. Most recently, the Superintendent/President re-evaluated the lead Human Resources administrative position and structure and proposed changing the position from Chief Human Resources and Employee Relations Officer to Vice President of Human Resources and Employee Relations ([IV.B.2-05](#)).

Analysis and Evaluation

The College meets the Standard. The Superintendent/President has authority over an administrative structure that is appropriate for the scale, mission, and complexity of the College and regularly works with College constituencies to evaluate the administrative staffing needs and effectiveness of the institution. The Superintendent/President delegates authority to and evaluates senior administrators based on the mission and goals of the College.

STANDARD IV.B.3 *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves achievement and learning; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The Superintendent/President guides institutional improvement of the teaching and learning environment at Monterey Peninsula College.

Collegial Processes to Set Values, Goals, and Priorities

MPC's Superintendent/President guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities starting with the regular review and approval of the College mission ([I.A.1-01](#)); development of the EMP and institutional strategic priorities ([I.A.1-02](#)), development of the FTMP ([I.B.8-01](#)), and regular dialogue regarding ongoing operational priorities that support the College's mission and EMP.

As stated in Standard I.A.4, the Superintendent/President last initiated the process to review and update the College mission in 2020. The mission review incorporated a comprehensive and collegial review process that provided opportunities for dialogue and input from groups throughout the College as well as via public forums and presentations to the Governing Board ([I.A.4-05](#)). Similarly, the processes to develop the EMP ([IV.B.1-04](#)) and FTMP ([IV.B.1-05](#)) provided opportunities for College-wide input and dialogue and collegial review and revisions prior to adoption. The Resource Guide to Institutional Decision Making describes institutional decision-making practices and how the Superintendent/President and the institution ensure that the voices of constituent groups are included in decision making ([I.A.4-04](#)). PAG ([IV.A.1-03](#)) plays a role in supporting collegial process by advising the Superintendent/President about issues of College-wide importance and ensuring that members of the College are informed about major initiatives, including policies and procedures, institutional goals and objectives, resource allocation, Institution-Set Standards, institutional planning, and accreditation. Through regular dialogue at PAG meetings, the Superintendent/President ensures inclusive and transparent decision making on core College issues and that all constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved and that support the mission of the College.

Institutional Performance Standards

MPC's Superintendent/President guides institutional improvement of the teaching and learning environment by directing the establishment of institutional performance standards. The Superintendent/President delegates the responsibility of drafting initial recommendations for Institution-Set Standards (ISS) to the Dean of Planning, Research, and Institutional Effectiveness

(PRIE) and PRIE Committee. The PRIE office provides the PRIE Committee with data, methodology, and updated information related to student achievement and performance related to ISS and guides the committee to establish updated standards and related stretch goals ([I.B.3-02](#)). Reports of performance along with recommended updates to ISS are shared throughout the College in participatory governance groups and through College forums for review and discussion. The ISS report and updates are presented to PAG ([I.B.1-02](#)) before final presentation to the Board of Trustees ([I.B.3-05](#)).

Integrated Planning and Resource Allocation

MPC's Superintendent/President guides institutional improvement by ensuring that College planning is integrated with resource allocation through a well-defined and documented integrated planning process that aims to systematically link priorities, people, and physical resources to support the College's mission and goals, lead to continuous improvement, and address both short- and long-range needs ([I.B.9-01](#)). The College's planning processes at both the institutional and program levels follow a cycle of data-informed resource prioritization, allocation, implementation, evaluation, and improvement as illustrated by the MPC Integrated Planning Model. At the institution level, the EMP provides a foundation for planning and evaluation activities. Comprehensive Program Review ([I.A.2-01](#)) and Annual Program Review Updates ([I.A.2-02](#)) processes provide the mechanism for program-level planning and ensure alignment with College mission and EMP strategic goals and initiatives. Program Review Update Action Plans ([I.A.3-06](#)) connect institutional planning and evaluation to the resource allocation process by providing the structure by which programs identify resource needs aligned with improvement recommendations identified in Program Review.

Evaluation of Institutional Performance

MPC's Superintendent/President guides institutional improvement of the teaching and learning environment by directing the establishment of procedures to evaluate overall institutional planning and implementation efforts towards achieving the College's mission. The Superintendent/President delegates leadership of institutional evaluation to the Dean of PRIE. Through the PRIE office and PRIE Committee, the Dean of PRIE leads conversations focused on the assessment of institution performance including performance related to ISS ([I.B.1-02](#)) and the evaluation of the College's EMP ([I.A.2-06](#)), facilitates College-wide presentations, and fulfills reporting requirements.

Analysis and Evaluation

The College meets the Standard. MPC's Superintendent/President ensures high level oversight of all planning, resource allocation, and goal setting and leads the College in collaborative decision-making processes, which include representatives from all constituency groups at the College and are based on examination of internal and external data.

STANDARD IV.B.4 *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard

The Superintendent/President has the primary leadership role for accreditation ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Board Policy 3200 ([IV.B.4-01](#)) maintains that the Superintendent/President has the primary leadership role for accreditation and shall ensure that the District complies with the accreditation process and Standards of the Commission and of other programs that seek special accreditation. BP 3200 further emphasizes the importance of collegial consultation in accreditation processes, stating that the College shall have “procedures to maximize the effectiveness of the accreditation process and promote the participation of the campus community in that process.”

In accordance with Administrative Procedure 3200 ([I.C.12-02](#)), the Superintendent/President appointed the VPAA to serve as the accreditation liaison officer (ALO), and the PRIE Committee serves as the participatory governance committee to support the institutional self-evaluation process and other reporting requirements.

The College’s Resource Guide to Institutional Decision Making reinforces the role of faculty, staff, administrative leaders, and participatory governance groups in the accreditation process and in assuring compliance with accreditation requirements. The guide specifies that administrators/managers have a role in effective leadership and support in planning and accreditation ([IV.B.4-02](#)); the Academic Senate has a primary voice in the formation and implementation of MPC policies on academic and professional matters, which includes recommending faculty roles and involvement in accreditation processes ([IV.B.4-03](#)); and PAG’s charge includes reviewing reports and making recommendations to the Superintendent/President on matters including accreditation ([IV.B.4-04](#)).

The Superintendent/President ensures that information about ACCJC accreditation Standards, the self-evaluation process, and the College’s compliance with accreditation requirements is broadly communicated across the College. The ALO established a crosswalk ([IV.B.4-05](#)) to help individuals and groups across the MPC community identify ACCJC Standards that relate to specific roles and responsibilities for assuring compliance with accreditation requirements. In addition, the ALO regularly provides updates regarding ISER development and the College’s compliance with accreditation Standards to participatory governance groups across the College ([IV.B.4-06](#), [IV.B.4-07](#), [IV.B.4-08](#), [IV.B.4-09](#), [IV.B.4-10](#)) and to the Board of Trustees ([IV.B.4-11](#)). In addition, the Superintendent/President, ALO, and Dean of PRIE have held multiple open College forums regarding accreditation ([IV.B.4-12](#), [IV.B.4-13](#), [IV.B.4-14](#)). As a result, the PRIE committee, PAG, Academic Senate, and several standing committees regularly connect their work to ensure the College meets accreditation standards ([IV.B.4-15](#)).

Analysis and Evaluation

The College meets the Standard. Board Policy 3200 outlines the Superintendent/President's primary leadership role and responsibility for accreditation. This leadership is codified in AP 3200 in which the Superintendent/President appoints the Accreditation Liaison Officer.

STANDARD IV.B.5 *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

Monterey Peninsula College's Superintendent/President assures the implementation of statutes, regulations, and Board Policies that assure institutional practices are consistent with the College's mission and policies, including effective control of the College's budget and expenditures. Board Policy 2430 ([IV.B.1-01](#)) delegates full responsibility and authority to the Superintendent/President to carry out the College's policies; ensure compliance with all relevant laws and regulations; and specify administrative rules and regulations essential to the implementation of policies, statutes, laws, and regulations. The Superintendent/President remains diligently aware of Board Policies and goals by attending monthly Board of Trustees meetings, Board subcommittee meetings, and ad hoc committee meetings of the Governing Board. The Superintendent/President is accountable to the Board of Trustees, who conduct an annual evaluation, as defined in BP 2435 ([IV.B.5-01](#)), based on the Superintendent/President job description and performance goals and objectives developed in accordance with BP 2430.

The Superintendent/President delegates responsibility for the implementation of statutes, regulations, and Board Policies to the administrative team including vice presidents, deans, directors, and others who oversee operations of the College ([IV.B.2-04](#)). Weekly meetings of the Executive Cabinet as well as PAG bi-monthly meetings are used to review priorities, discuss progress, receive updates, and redirect efforts as needed.

The Superintendent/President ensures that budget and College expenditures align with College goals and complies with regulations and laws by delegating responsibility for budget development and fiscal management to the VPAS as described in Standard III.D. The VPAS chairs the College's Budget Committee, which meets monthly, includes membership from all College constituency groups, and posts public agendas and minutes in conformity with established College guidelines ([III.D.1-11](#)). The Budget Committee discusses draft budgets and makes recommendations regarding Board Policies, state regulations, and initiatives that may impact College funding. In addition to the formal budget development process, to ensure that expenditures align with the College's mission and priorities, all resource requests made through the Annual Program Review Action Plan process must explain the way in which the request advances institutional priorities as derived from the College's mission statement as well as the goals and strategic initiatives outlined in the College's EMP ([I.A.3-06](#)). The Superintendent/President ensures that the Board is informed about the budget on a regular

basis and in advance of being asked to approve the tentative and final budgets ([III.D.2-03](#), [III.D.1-06](#), [IV.B.5-02](#)).

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (32.03% strongly agreed and 31.25% somewhat agreed) that the College President ensures the implementation of statutes, regulations, and Board policies; 0.78% somewhat disagreed, 0.78% strongly disagreed, and 32.81% indicated that they do not know.

Analysis and Evaluation

The College meets the Standard. MPC's Superintendent/President assures adherence to statutes and regulations by delegating responsibilities and overseeing administrators that have expertise in their areas of oversight. The Superintendent/President attends a regular meeting of the Board of Trustees as well as all subcommittee meetings, co-chairs the President's Advisory Group, and reviews all budget requests prioritized through the Annual Action Plan process.

STANDARD IV.B.6 *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard

Monterey Peninsula College's Superintendent/President works and communicates effectively with the communities served by the College, which include Pacific Grove, Marina, Monterey, Carmel, and Seaside. The Superintendent/President represents the college as a member of the MPC Foundation Board of Directors ([IV.B.6-01](#)); Monterey Peninsula Chamber of Commerce Board of Directors ([IV.B.6-02](#)); Monterey County Workforce Development Board ([IV.B.6-03](#)); and Monterey Peninsula Chamber of Commerce Education and Workforce Committee. In addition, the Superintendent/President is a member of the local Rotary and attends meetings in the local community; meetings with the educational partners, industry advisory councils/committees, and workforce development boards; and other community events.

Analysis and Evaluation

The College meets the Standard. MPC's Superintendent/President extensively engages local, statewide, and national communities, all of which are connected to Monterey Peninsula College through directly serving students and forging connections within the broader community. Participation in these various organizations reinforces the College's prominence as a recognized institution of higher learning.

Conclusions on Standard IV.B. Chief Executive Officer

Guided by Board Policies and Administrative Procedures, Monterey Peninsula College's Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness and is responsible for developing and implementing the major planning documents that will lead to institutional improvement. MPC's Superintendent/President ensures that the allocation of resources

supports and improves learning and achievement by working within the process outlined in Board Policies and Administrative Procedures and assuring the implementation of statutes, regulations, and Board Policies that require institutional practices to be consistent with the College’s mission and policies, including effective control of the College’s budget and expenditures. In addition, the Superintendent/President works and communicates effectively with the communities served by the College.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
IV.B.1-01	Board Policy 2430 - Delegation of Authority to the Superintendent President
IV.B.1-02	Administrative Procedure 2430 - Delegation of Authority to the Superintendent President
I.A.1-01	Board Policy 1200 - District Mission
I.A.4-08	Board Agenda Item, Adoption of Mission Statement - June 2021
I.A.1-02	2020-2025 MPC Educational Master Plan
IV.B.1-03	Board Agenda Item, Adoption of Education Master Plan - January 2020
I.B.8-01	2020-2025 MPC Facilities and Technology Master Plan
IV.B.1-04	2020-2025 MPC Educational Master Plan, EMP Process Diagram (p. 11)
IV.B.1-05	2020-2025 MPC Facilities and Technology Master Plan, Spring 2020 Development Process (p. 7)
I.A.4-05	Mission Review Process and Calendar
IV.B.1-06	Superintendent-President Job Announcement
III.A.1-12	Board Agenda Item, Approval of Classified Positions - August 2022
IV.B.1-07	Board Agenda Item, Approval of Tenure Track Faculty Positions - June 2022
IV.A.1-03	Resource Guide to Institutional Decision Making, President's Advisory Group (p. 27)
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
IV.B.2-01	Board Policy 3100 - Organizational Structure
IV.B.2-02	Administrative Procedure 3100 - Organizational Structure
IV.B.2-03	2022-2023 Faculty Handbook, MPC Organizational Charts (pp. 9-12)
IV.B.2-04	2022-2023 Faculty Handbook, Superintendent-President's Office (p. 9)
III.A.5-05	MPC Management Team Evaluation Process and Forms

IV.B.2-05	<u>PAG Agenda Item, Recommendation for Chief HR Officer Position - September 2022</u>
I.A.4-04	<u>2021-2022 Resource Guide to Institutional Decision Making at MPC</u>
I.B.3-02	<u>Methodology for ACCJC 2020 Annual Report - Student Achievement ISS</u>
I.B.1-02	<u>ACCJC Annual Report 2021, Achievement Metrics, ISS, Stretch Goals - PAG Presentation - April 2021</u>
I.B.3-05	<u>Student Achievement Data- An Update on MPC’s Institution-Set Standards, Board Presentation - March 2015</u>
I.B.9-01	<u>Integrated Planning Handbook, Integrated Planning at MPC (pp. 3-11)</u>
I.A.2-01	<u>2021-2022 Comprehensive Program Review Template</u>
I.A.2-02	<u>2021-2022 Annual Program Review Update Template</u>
I.A.3-06	<u>Annual Program Review Action Plan Template - Spring 2022</u>
I.A.2-06	<u>2020-2025 MPC Educational Master Plan</u>
IV.B.4-01	<u>Board Policy 3200 - Accreditation</u>
I.C.12-02	<u>Administrative Procedure 3200 - Accreditation</u>
IV.B.4-02	<u>MPC Resource Guide to Institutional Decision Making, Administrator Accreditation Role (p. 7)</u>
IV.B.4-03	<u>MPC Resource Guide to Institutional Decision Making, Academic Senate Accreditation Role (p. 14)</u>
IV.B.4-04	<u>MPC Resource Guide to Institutional Decision Making, PAG Accreditation Role (p. 27)</u>
IV.B.4-05	<u>ISER Standards Responsibility Cross Walk</u>
IV.B.4-06	<u>AAAG Agenda, ISER Presentation - May 2022</u>
IV.B.4-07	<u>SSAG Agenda, ISER Presentation - April 2022</u>
IV.B.4-08	<u>ASAG Agenda, ISER Presentation - April 2022</u>
IV.B.4-09	<u>PAG Agenda Item, ISER Presentation - May 2022</u>
IV.B.4-10	<u>Academic Senate Agenda, ISER Presentation - September 2022</u>
IV.B.4-11	<u>Board Agenda Item, ISER Presentation - April 2022</u>
IV.B.4-12	<u>Campus Forum Announcement, How Your Work Supports Accreditation - April 2022</u>
IV.B.4-13	<u>Campus Forum Announcement, Accreditation ISER Updates and Review - May 2022</u>
IV.B.4-14	<u>Campus Announcement, ISER First Draft Campus Review - May 2022</u>
IV.B.4-15	<u>PRIE Committee Meeting Agenda Item - September 2021</u>
IV.B.5-01	<u>Board Policy 2435 - Evaluation of the Superintendent-President</u>

IV.B.5-02	<u>Board Agenda Item, Adopt the 2021-2022 Final Budget</u>
III.D.1-11	<u>MPC Resource Guide to Institutional Decision Making, Budget Committee (pp. 18-19)</u>
III.D.2-03	<u>Administrative Services Board Report, Including Quarterly Financial Statement - July 2022</u>
III.D.1-06	<u>Board Agenda Item, Governor's January Budget Proposal for 2022-23 - January 2022</u>
IV.B.6-01	<u>MPC Foundation Website, Board of Directors</u>
IV.B.6-02	<u>Monterey Peninsula Chamber of Commerce Website, Board of Directors</u>
IV.B.6-03	<u>Monterey County Workforce Development Board Meeting Agenda</u>

IV.C. Governing Board

STANDARD IV.C.1 *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

Evidence of Meeting the Standard

Monterey Peninsula College's Governing Board of Trustees has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The responsibilities of the Board of Trustees, comprising five area-based, community-elected members and a student trustee who holds an advisory vote, are outlined in Board Policy 2200 ([IV.A.5-03](#)), which states:

The Board of Trustees governs on behalf of the residents of the District in accordance with the authority granted and duties defined in Education Code Section 70902. The Board is committed to fulfilling its responsibilities to:

- Represent the public interest.
- Establish policies that define the institutional mission; set prudent, ethical and legal standards for college operations; and ensure the District operates in a manner that supports and promotes inclusivity, diversity, equity, and anti-racism.
- Hire and evaluate the Superintendent/President.
- Delegate power and authority to the Superintendent/President to effectively lead the District.
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.
- Advocate for and protect the District.

Assuring Academic Quality, Integrity, and Effectiveness

As established in BP 2200 ([IV.A.5-03](#)), the MPC Governing Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services through its responsibility to "monitor institutional performance and educational quality." As part of fulfilling this responsibility, the Governing Board has established BP 2511 ([IV.A.2-03](#)), which recognizes the College's Academic Senate as the faculty's primary representative for the formulation and revision of District policies on academic and professional matters. As stated in BP 2510 ([IV.A.2-01](#)), the Governing Board relies primarily upon the recommendations of the Academic Senate regarding academic and professional matters, which include curriculum, degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, governance structure as related to faculty roles, faculty roles and involvement in accreditation processes, policies for faculty professional development activities, processes for program review, processes for institutional planning and budget development, and other academic and professional matters as mutually agreed upon between the Governing

Board and the Academic Senate. Board policies, which are publicly available through the Governing Board Policies webpage ([I.B.7-03](#)), establish the Board’s authority and guide its actions related to overseeing the quality and effectiveness of academic programs, learning support programs, and student services ([IV.C.1-01](#)).

Assuring Fiscal Stability

The MPC Governing Board has authority over and responsibility to “assure fiscal health and stability” of the College as established by BP 2200. As part of fulfilling this responsibility, the Governing Board has adopted policies, available through the Governing Board Policies webpage, that establish the Board’s authority and guide its actions related to overseeing the College’s budget and fiscal management ([III.D.1-02](#), [III.D.1-03](#), [III.D.1-04](#), [III.D.1-05](#)). The Board further demonstrates its authority through regular review and approval of fiscal expenditures ([IV.C.1-02](#), [III.D.2-03](#)) and the adoption of the College’s annual budget ([IV.C.1-03](#)).

Analysis and Evaluation

The College meets the Standard. MPC’s Governing Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution as defined in Board Policies.

STANDARD IV.C.2 *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard

Monterey Peninsula College’s Governing Board of Trustees is committed to acting collectively. BP 2715 ([I.C.10-01](#)) makes clear that members of the Governing Board have legal authority only when meeting collectively as a Board and requires that members abide by and uphold the final majority decision of the Board. Additionally, BP 2330 ([IV.C.2-01](#)) establishes that the Governing Board “shall act by majority vote of all of the membership of the Governing Board.” The vote or abstention of each individual member present is recorded during meetings and the final outcome of the action is communicated to the MPC community ([III.A.11-02](#)) and provided to employees as direction for follow-up.

Analysis and Evaluation

The College meets the Standard. As guided by Board Policies, the Governing Board acts as a collective entity and all Board members act in support of decisions reached by the Board.

STANDARD IV.C.3 *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

BP 2431 ([IV.C.3-01](#)) articulates the Superintendent/President selection process, which shall be established by the Board of Trustees and must be fair and open and comply with relevant regulations. During the 2020 Superintendent/President search, the Board of Trustees adhered to BP 2431; the Board instituted blind hiring as part of its efforts to ensure fairness to all candidates, complied with relevant regulations, was inclusive of College and community input into the selection of the Superintendent/President, and provided public information about the hiring process ([IV.C.3-02](#), [IV.C.3-03](#)).

BP 2435 ([IV.B.5-01](#)) describes the process for the Board's annual evaluation of the Superintendent/President's performance. AP 2435 ([IV.C.3-04](#)) provides additional process and criteria for the evaluation. The Board and Superintendent/President regularly demonstrated ongoing dialogue about Superintendent/President evaluation in spring 2021 ([IV.C.3-05](#), [IV.C.3-06](#), [IV.C.3-07](#), [IV.C.3-08](#)).

Analysis and Evaluation

The College meets the Standard. MPC's Governing Board has established and adheres to a clearly defined policy for selecting and evaluating the Superintendent/President of the College.

STANDARD IV.C.4 *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

Evidence of Meeting the Standard

Board Policy 2010 ([IV.A.5-02](#)) establishes that the Board shall consist of five members elected by the qualified voters of the District and that members shall be elected by Trustee area. Additionally, Board Policy 2015 ([IV.A.2-07](#)) establishes that the Board shall include a student member with the ability to make and second motions and cast an advisory vote. Together, these two policies ensure that the Board's composition will reflect public interest in the institution.

Board Policy 2200 ([IV.A.5-03](#)) establishes that the Board of Trustees is a policy-making body and articulates the Board's responsibilities to represent the public interest; assure the institution's integrity, welfare, quality, and performance through a variety of means including the establishment of policies; and advocate for and protect the District. The Board recognizes and is committed to fulfilling these responsibilities.

To fulfill its commitment to representing the public interest, the Board creates opportunities for public participation and input. The Board's adherence to the Brown Act and Board Policy makes

possible the public's participation in Board meetings by ensuring that the public has timely access to Board meeting schedules and agendas, that time is set aside at every Board meeting for the public to share opinions on matters within the Board's jurisdiction, and that members of the public are able to place matters related to the business of the District on Board meeting agendas ([IV.A.5-04](#), [IV.C.4-01](#), [IV.C.4-02](#), [IV.C.4-03](#)). Additionally, the Board not only recognizes in Board Policy "the right of the public to information concerning its actions, policies, and the details of its educational and business operations," but also commits to utilizing "the advice and assistance of all interested groups and individuals in the solution of its educational and financial problems" ([IV.C.4-04](#)).

To fulfill its commitment to advocate for and defend the institution and protect it from undue influence or political pressure, the Board adopted policies that govern its members' employment, actions, and behavior. Such policies ensure its members do not hold positions that could result in competing loyalties ([IV.A.5-02](#)), make clear they shall not have a financial interest "in any contract made by them in their official capacity," establish a process for the reporting of conflicts, disallow members who have conflicts to participate in Board discussion and action on such matters, and direct members to file statements of economic interest to ensure their financial interests are disclosed to the public ([I.C.14-01](#)), which is further elaborated in AP 2710 ([I.C.14-02](#)). To ensure transparency and accountability with College policy and the law, Board members are required to submit annually a Statement of Economic Interests (Form 700) as mandated by the California Fair Political Practices Commission. Additionally, Board members are expected to adhere to its Code of Ethics and Standards of Practice, codified in BP 2715 ([I.C.10-01](#)), which reinforces many of these tenets, including Board members' responsibility to "[r]esist every pressure and temptation to use their position as a Board member to benefit themselves or any individual or agency apart from the welfare of the District," and to "[s]erve as a positive spokesperson for the District in the community." As active participants in the community, Board members consistently represent and advocate for the District and its students at meetings and events locally and at the state level ([IV.C.4-05](#)).

Analysis and Evaluation

The College meets the Standard. The MPC Board of Trustees advocates for the College, community, and District. The Board welcomes public voice and interest, and when making decisions, the Board takes into account those it is charged with representing. The Board commits to following policies to avoid conflicts of interest and has established a practice of keeping the Board free from influence and political pressure.

STANDARD IV.C.5 *The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

Policies and Plans Consistent with Mission

The policies and plans established by the Board demonstrate the Board's responsibilities, communicate the Board's expectations, and are consistent with the District's mission, which is to provide excellent academic programs and student services that respond to the needs of its richly diverse region ([I.A.1-01](#)). Examples of such policies and plans include:

- BP 4020 ([I.C.13-03](#)) defines the Board's authority and responsibility to approve District programs and courses, which are directed to be "of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency."
- BP 5050 ([IV.C.5-01](#)) articulates the Board's expectation that the District provide Student Success and Support program services to students "to further equity in educational opportunity and student success." It further stipulates the Board's expectation that this program "specifically identify and close opportunity gaps that impact student success and improve the District's commitment to diversity, equity, and inclusion to better support student success."
- The Board-approved 2020-2025 EMP ([I.A.1-02](#)), the College's primary planning document, describes the Board's expectations that the District will ensure the quality, integrity, and improvement of student learning programs and services; provide an educational environment that emphasizes inclusiveness and equity-minded principles to accommodate differences in the contexts of students' learning; reduce disproportionate impact; heighten awareness and sensitivity to underserved populations; and foster a diversity of perspectives in the District's decision-making processes.
- BP 6210 ([III.D.1-03](#)) directs that the District "shall maintain a general fund budgeted reserve of 10% of unrestricted fund adopted budgeted expenditures to provide for economic uncertainties" and requires that expenditures from this reserve receive approval of the Board.
- BP 6250 ([III.D.1-04](#)) addresses budget management, requiring the approval of the Board for changes between major expenditure classifications and fund transfers.
- BP 6300 ([III.D.1-05](#)) directs that "[f]iscal objectives, procedures, and constraints are communicated to the Governing Board" and that the Board is presented with a quarterly report showing the financial and budgetary conditions of the District.

These policies and the EMP work together to ensure the quality, integrity, and improvement of the College's student learning programs and services and the resources necessary to support them.

Condition Monitoring

The Board monitors the condition of the District through reports provided at Board meetings. Every month, the Board includes space on its agenda for reports from various constituencies, including the administration, the Academic Senate, faculty and classified unions, and student government ([IV.A.1-02](#)). Further, the Board receives in-depth reports regarding the District's funds to help ensure the District's financial integrity and stability ([III.D.5-06](#), [IV.C.5-02](#)) and to provide information regarding how College programs, initiatives, and services impact student achievement and learning ([I.B.8-07](#), [I.B.8-08](#), [I.C.3-03](#), [I.B.6-07](#)). Reports about legal matters are provided primarily in closed session as allowed by law ([IV.C.5-03](#)). When necessary, the Board consults with legal counsel to ensure the integrity of its decisions.

Ultimate Responsibility

The Monterey Peninsula Community College District Governing Board of Trustees is ultimately responsible for the District's educational quality, legal matters, and financial integrity and stability as delineated in BP 2200 ([IV.A.5-03](#)).

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (17.19% strongly agreed and 28.91% somewhat agreed) that the Board of Trustees has performed responsibly in the past six years in overseeing the financial soundness of the College; 16.41% somewhat disagreed, 10.16% strongly disagreed, and 25.78% reported they do not know.

Analysis and Evaluation

The College meets the Standard. The Monterey Peninsula Community College District Governing Board of Trustees establishes policies consistent with the District's mission, which inform the development and implementation of Board-approved College planning documents. Together, these policies and plans ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board is ultimately responsible for the District's educational quality, legal matters, and financial integrity and stability as delineated in established Board Policy.

STANDARD IV.C.6 *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard

All policies adopted by Monterey Peninsula College's Governing Board are made available on the College's website ([I.B.7-03](#)). District policies specifically pertaining to the Board are found in Board Policy Chapter 2. Some of the numerous policies that address the Board's size, duties, responsibilities, structure, and operating procedures are described below.

- BP 2010 ([IV.A.5-02](#)) directs that there will be five elected members, one for each District area.

- BP 2015 ([IV.A.2-07](#)) establishes that the Board will include one student member and sets expectations by which that member must abide.
- BP 2100 ([IV.C.6-01](#)) enumerates Trustee areas and terms of office.
- BP 2200 ([IV.A.5-03](#)) delineates the duties and responsibilities of the Board.
- BP 2210 ([IV.C.6-02](#)) describes Board officer positions, responsibilities, and the timing of elections.

The remaining policies in Chapter 2 that set forth the duties, responsibilities, structure, and operating procedures of the Board (BPs 2101 through 2110 and 2220 through 2850) are available on the College's website and address topics including, but not limited to, elections, committees, vacancies, meetings, quorum and voting, agendas, and self-evaluation ([IV.C.6-03](#)).

Analysis and Evaluation

The College meets the Standard. MPC publishes the Governing Board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

STANDARD IV.C.7 *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard

Monterey Peninsula College's Governing Board of Trustees acts in a manner consistent with its policies and bylaws, as indicated by records of the Board's actions. For example, the Board acts consistently with policies related to the organization and procedures of the Board, including but not limited to:

- Appropriate Board composition, as outlined in BP 2010 ([IV.A.5-02](#)), BP 2015 ([IV.A.2-07](#)), and BP 2100 ([IV.C.6-01](#)) and supported by the Board's current membership, which is listed on the Board of Trustees page on the College's public website ([IV.C.7-01](#)).
- Holding annual organizational meetings in which Board officers are selected, as outlined in BP 2305 ([IV.C.7-02](#)) and BP 2210 ([IV.C.6-02](#)) and followed most recently at the 2021 Annual Organizational Meeting ([IV.C.7-03](#)) held on December 15, 2021.
- Adhering to regular, posted meeting times and posting agendas and minutes, as outlined in BP 2340 ([IV.C.4-01](#)), BP 2360 ([IV.C.7-04](#)), and BP 2310 ([IV.A.5-04](#)) and implemented through the posting of the agenda at the College location where the meeting is conducted, publishing agendas and minutes to the BoardDocs meetings web page ([IV.C.7-05](#)), and distributing the agenda prior to each meeting via a College-wide email ([IV.C.7-06](#)).

BP 2410 ([I.B.7-01](#)) directs the Board to regularly assess its Board Policies for effectiveness in fulfilling the District's mission. The process for this assessment is established in AP 2410 ([I.B.7-02](#)), which outlines a five-year review cycle, designates the administrators responsible for facilitating the review of each policy chapter, and stipulates the steps to be taken—including engaging the participation of appropriate constituencies and participatory governance bodies—before recommendations on policies and procedures are provided to the Board for action or information. This procedure also stipulates the process by which policy and procedure revisions issued by the CCLC's Policy and Procedure Service, to which the College subscribes in order to support regular review of Board Policies and Administrative Procedures and assure continued compliance with statutes, regulations, and ACCJC Accreditation Standards, are reviewed. Additionally, the Board Subcommittee for Governing Board Policies was established to advise the Board on policies and procedures prior to Board consideration and action ([IV.C.7-07](#)).

Evidence that the Board regularly assesses its policies and procedures for their effectiveness in fulfilling the District's mission and revises them as necessary can be found in the Board's review of Board Policy 5050 ([IV.C.5-01](#)), which was revised from its prior version ([IV.C.7-08](#)) on November 17, 2021 ([IV.C.7-09](#)) to incorporate language related to diversity, equity, and inclusion, thus aligning it more closely with the District's mission; revised and new Administrative Procedures in December 2021 ([IV.C.7-10](#), [IV.C.7-11](#)); and Board Policy Chapter 5 in May 2022 ([IV.C.7-12](#)).

Although the Board regularly assesses and revises its Board Policies, the fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents disagreed that the Board of Trustees acts in a manner consistent with published Board policies and/or by-laws (22.66% somewhat disagreed and 20.31% strongly disagreed); 11.72% strongly agreed; 17.19% somewhat agreed; and 26.56% indicated that they do not know. The Governing Board has held retreats focused on topics including Board meeting protocols and ethics; Board roles and responsibilities; and Board effectiveness ([IV.C.7-13](#)), and has set annual goals, which include multiple goals related to board effectiveness, including participating in professional development to increase understanding of Trustee roles and responsibilities and build leadership competencies ([IV.C.7-14](#)).

Analysis and Evaluation

The College meets the Standard. The Governing Board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College's mission and revises them as necessary. The Board has recognized the need to increase its effectiveness and has established goals for 2022-2023 that focus on professional development and ongoing evaluation of its effectiveness.

STANDARD IV.C.8 *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

The Governing Board of Trustees regularly reviews plans and reports that include the College's assessment of and efforts to improve student learning and achievement and academic quality. This regular review of plans and reports enables the Board to ensure the institution is accomplishing its goals for student success. An example of institutional plans reviewed and adopted by the Board is the EMP, which establishes the College's goals and strategic initiatives designed to support and improve academic quality and student achievement ([IV.C.8-01](#), [I.A.1-02](#)). Examples of reports with information related to key indicators of student learning and achievement and recommendations for improvement, which are presented to the Board by key stakeholders, include AB 705 Implementation ([I.C.3-03](#)), Umoja Program Update ([IV.C.8-02](#), [I.B.6-07](#)), Program Reviews ([I.B.8-07](#), [IV.C.8-03](#), [IV.C.8-04](#), [IV.C.8-05](#)), 2018 Student Success Scorecard ([IV.C.8-06](#)), MPC's Vision for Success Local Goals ([IV.C.8-07](#)), Student Success in Spring 2020 ([IV.C.8-08](#)), MPC Student Overview ([IV.C.8-09](#)), and the 2020-2025 EMP Progress Report ([IV.C.8-10](#)).

Analysis and Evaluation

The College meets the Standard. The Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality to ensure the institution is accomplishing its goals for student success.

STANDARD IV.C.9 *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard

The Monterey Peninsula College Governing Board ensures ongoing training for Board development. BP 2740 ([IV.C.9-01](#)) outlines the three areas of Board development: Board candidate orientation, new Board member orientation, and Board development. All Board candidates are provided an orientation that enables them to understand the responsibilities of Board membership ([IV.C.9-02](#), [IV.C.9-03](#)). Once elected, new Board members are provided materials necessary to understand District operations and Board functioning ([IV.C.9-04](#)). Throughout their term(s), Board members participate in internal and external development activities, including Board retreats ([IV.C.9-05](#)), Board study sessions ([IV.C.9-06](#)), Brown Act training ([IV.C.9-07](#)), and CCLC conferences ([IV.C.9-08](#)) in order to understand Trustees' responsibilities, stay abreast of new developments in education, and develop boardsmanship skills. In order to coordinate development efforts, the Board annually develops a calendar of conferences and meetings with which to fulfill this requirement ([IV.C.9-01](#), [IV.C.9-09](#)).

Continuity of Board membership and staggered terms of office are ensured through Board Policies. BP 2100 ([IV.C.6-01](#)) specifies that Trustee terms of service are staggered such that, as nearly as practical, one half of the Trustees are elected at each election. BP 2110 ([IV.C.9-10](#)) and AP 2110 ([IV.C.9-11](#)) outline the mechanism for filling unexpected Board vacancies through an election or provisional appointment.

Analysis and Evaluation

The College meets the Standard. The Governing Board has an ongoing training program for Board development, including new member orientation, and has a mechanism for providing for continuity of Board membership and staggered terms of office.

STANDARD IV.C.10 *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard

BP 2745 ([IV.A.7-01](#)) and AP 2745 ([IV.C.10-01](#)) establish the process for Board self-evaluation. In compliance with this established process, the Governing Board conducts an annual self-evaluation ([IV.C.10-02](#)) of its practices and performance, including its progress towards achieving its prior year goals, to improve Board performance, academic quality, and institutional effectiveness. The Board's evaluation surveys, which serve as one measure of the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness, are approved by the Board ([IV.C.10-03](#)) and include questions related to the Board's competence, practices, and performance in multiple areas such as Board operations (including participation in Board training); educational programs and services; student access, success, and completion; Board relationships and representation; and fiscal responsibilities and stewardship ([IV.C.10-04](#)). Self-evaluation surveys are distributed to individual Trustees and Board-approved recipients, including District community members and employees who have occasion to interact with the Board on MPC business and the community at-large ([IV.C.10-03](#)). Results of Board self-evaluations are reported and discussed annually at a public Board meeting ([IV.C.10-05](#)). These results, which assist the Board to identify areas for improvement and inform the development of the upcoming year's annual Board goals and priorities, are used to improve Board performance, academic quality, and institutional effectiveness. For example, based on the findings from the 2021 Self-Evaluation, the Board revised their 2021 goals for the spring 2022 semester ([IV.C.10-06](#)) and BP 2715 Code of Ethics/Standards of Practice ([IV.C.10-07](#)).

Analysis and Evaluation

The College meets the Standard. Board policies and/or bylaws clearly establish a process for Board evaluation, and the evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board regularly evaluates its

practices and performance, including full participation in Board training, and makes public the results, which are used to improve Board performance, academic quality, and institutional effectiveness.

STANDARD IV.C.11 *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

Evidence of Meeting the Standard

Monterey Peninsula College's Governing Board of Trustees has established two code of ethics policies that outline expectations for ethical behavior and conduct: BP 2715 ([I.C.10-01](#)) establishes a code of ethics and standard of practice specifically related to Board members, and BP 3050 ([I.C.8-06](#)) establishes an institutional code of ethics for all members of the College community. In addition to setting forth expectations for Board member behavior and conduct, BP 2715 delineates the process for investigating allegations of misconduct and establishes censure by the full Board as a possible consequence for violating said code. Consequences for violating the institutional code of ethics are described in AP 3050 ([I.C.8-07](#)).

The Board recently implemented procedures outlined in BP 2715 in response to multiple complaints filed by MPC employees against a Trustee ([IV.C.11-01](#), [IV.C.11-02](#)). In each case, the Board Chair followed procedures outlined in BP 2715 and appointed an ad hoc committee to review the complaints, conduct investigations into the allegations of each complaint, and make recommendations to the Board for approval. In the case of Complaint #1, the Board accepted the ad hoc committee's recommendation ([IV.C.11-03](#)) that all Trustees, especially the Trustee against whom the complaints were filed, familiarize themselves with BPs 2200, 2715, 2721, 3050, 3430, 3735, and 7110. The Board's review of Complaint #2 was postponed to a future date ([IV.C.11-02](#)). As stated in Standard IV.C.7, the results of the fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) indicate that a majority of respondents do not believe that the Board of Trustees acts in a manner consistent with published Board Policies and/or by-laws. The Board continues to make efforts to improve, as evidenced by its acceptance of recommendations from the BP 2715 Ad Hoc Committee as well as its adoption of Board of Trustees goals, which include increasing the Board's effectiveness through professional development related to understanding Trustee roles and responsibilities and building leadership competencies ([IV.C.7-14](#)).

The Board has established a conflict of interest policy intended to ensure that Board members secure the academic and fiscal integrity of the institution above their personal interests. BP 2710 ([I.C.14-01](#)) prohibits Board members from having financial interests "in any contract made

by them in their official capacity, or in any body or board of which they are members” as well as from engaging in “any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to the Board member’s duties as an officer of the district.” Additionally, BP 2710 ([I.C.14-01](#)) establishes the expectation for Board members to file Statements of Economic Interest, also known as Form 700, to declare and make public their financial interests, including investments; interests in real property; loans and gifts received; business positions held; and income earned. Board members with potential or actual conflicts of interest, as defined in AP 2710 ([I.C.14-02](#)), are required to publicly disclose the interest, recuse themselves from discussing and voting on the matter in question, and refrain from attempting to influence other Board members on said matter. AP 2712 ([IV.C.11-04](#)) provides specific information on Statements of Economic Interest (Form 700), including the positions designated to file such statements, the disclosure categories assigned to each, and the time of filing. The Superintendent/President’s office ensures that all Board members are notified of the annual reporting requirement and tracks completion of reporting requirements. Disclosure records demonstrate that no Board member has employment, family, ownership, or other personal financial interest in the institution.

Analysis and Evaluation

The College meets the Standard. MPC’s Governing Board has established code of ethics and conflict of interest policies to which its members are expected to adhere. The Board has a clearly defined policy for dealing with behavior that violates its code and has followed its policy to address complaints against Board members. The Board has taken steps to improve its effectiveness at following its policies, including those pertaining to code of ethics. Additionally, Board members disclose their interests, which confirm that Board members have no employment, family, ownership, or other personal financial interests in the College that interfere with their impartiality or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

STANDARD IV.C.12 *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

Monterey Peninsula College’s Board of Trustees delegates authority to the Superintendent/President through BP 2430 ([IV.B.1-01](#)), which establishes the Superintendent/President’s executive responsibility for administering Board Policy and executing all decisions of the Board requiring administrative action, including, but not limited to, Board Policy administration and development, District operations, and performance of job duties and responsibilities. Through BP 2430, the Board empowers the Superintendent/President to “reasonably interpret, implement, and administer Board policy” and act in situations where there is no policy direction, thereby ensuring that the Superintendent/President has the authority to act without Board interference.

The Board of Trustees holds the Superintendent/President accountable for effective operation of the District by receiving regular information and updates on the progress of College initiatives as well as regular evaluation of their job performance. The Board has established a Board Future Planning Calendar, which is published as part of the regular Board meeting agenda, that lists some of the reports the Board expects to receive, including, but not limited to, presentations on the College's budget, financial audits, bond projects, progress on EMP goals, student success and equity gaps, and Program Reviews ([IV.C.12-01](#)). The evaluation of the Superintendent/President, which is described in Standard IV.C.3, provides regular assessment of their performance based on performance goals and objectives developed in accordance with BP 2430 ([IV.B.1-01](#)).

The fall 2022 Faculty and Staff Accreditation Survey ([III.A.7-05](#)) found that a majority of respondents agreed (14.06% strongly agreed and 26.56% somewhat agreed) that the Board and College President communicate effectively and exchange information in a timely and efficient manner; 16.41% somewhat disagreed, 10.16% strongly disagreed, and 31.25% indicated that they do not know.

Analysis and Evaluation

The College meets the Standard. MPC's Governing Board delegates full responsibility and authority to the Superintendent/President to implement and administer Board Policies without Board interference and holds the Superintendent/President accountable for the operation of the District.

STANDARD IV.C.13 *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

Evidence of Meeting the Standard

Monterey Peninsula College's Governing Board is apprised of accreditation matters in accordance with BP 3200 ([I.C.12-01](#)) and AP 3200 ([I.C.12-02](#))—which establish the College's processes and procedures related to Accreditation—in support of the College's efforts to improve and excel, and is involved in any process in which its participation is required. To ensure that the Board is able to participate in the evaluation of its roles and functions in the accreditation process, new Board members receive an orientation to the College and their role as board members. The orientation includes a review of Board Policies, Administrative Procedures, and accreditation ([IV.C.9-04](#)), and all Board members receive training on matters related to accreditation such as its purposes, processes, and standards; the roles and responsibilities of the Governing Board in the accreditation process ([IV.C.13-01](#)); and planning for the College's ISER ([IV.C.13-02](#)). The Board also receives updates and reports on accreditation

matters ([IV.B.4-11](#), [IV.C.13-03](#)); is provided the opportunity for input on the development of the ISER draft ([IV.C.13-04](#)); reviews and approves accreditation reports prior to submission to the ACCJC ([IV.C.13-05](#)); and receives information about Commission actions pertaining to the College's accreditation status ([IV.C.13-03](#)).

Analysis and Evaluation

The College meets the Standard. MPC's Governing Board is informed about the Eligibility Requirements, accreditation Standards, Commission policies, accreditation processes, and the College's accreditation status, and, through policy, supports the College's efforts to improve and excel. The Board participates in the evaluation of Governing Board roles and functions in the accreditation process.

Conclusions on Standard IV.C. Governing Board

Monterey Peninsula College's Governing Board of Trustees acts collectively in its authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution, consistent with the College's mission. The Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality to ensure the institution is accomplishing its goals for student success; advocates for the College, community, and District; welcomes public voice and interest; and when making decisions, takes into account those it is charged with representing. Governing Board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures are publicly available and easily navigable on the College website. The Board has an ongoing training program for Board development, including new member orientation, and has a mechanism for providing for continuity of Board membership and staggered terms of office.

The Governing Board acts in a manner consistent with its policies and bylaws, which it regularly assesses for effectiveness in fulfilling the District mission and revises as necessary. Board Policies clearly establish a process for Board evaluation, and the evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. Results of the evaluation are made public and are used to improve Board performance, academic quality, and institutional effectiveness.

In addition, the Board commits to following established policies and procedures to avoid conflicts of interest and to remain free from influence and political pressure. Trustees disclose their interests to ensure that Board members have no employment, family, ownership, or other personal financial interests in the College that interfere with their impartiality or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Board adheres to clearly defined policies and procedures for selecting and evaluating the Superintendent/President of the College and delegates full responsibility and authority to the Superintendent/President to implement and administer Board Policies without Board interference and holds them accountable for the operation of the District.

The Governing Board is informed about the Eligibility Requirements, accreditation Standards, Commission policies, accreditation processes, and the College’s accreditation status, and, through policy, supports the College’s efforts to improve and excel. In addition, the Board participates in evaluation of Governing Board roles and functions in the accreditation process.

Improvement Plan(s)

None.

Evidence Cited

Number	Document Name
IV.A.5-03	Board Policy 2200 - Board Duties and Responsibilities
IV.A.2-03	Board Policy 2511 - Academic Senate
IV.A.2-01	Board Policy 2510 - Participation in Local Decision Making
I.B.7-03	MPC Website, Governing Board Policies
IV.C.1-01	MPC Website, Governing Board Policies, Chapters 4 and 5
III.D.1-02	Board Policy 6200 - Budget Preparation
III.D.1-03	Board Policy 6210 - General Fund Reserve
III.D.1-04	Board Policy 6250 - Budget Management
III.D.1-05	Board Policy 6300 - Fiscal Management
IV.C.1-02	Board Agenda Item, Approve July 2022 Purchase Orders - August 2022
III.D.2-03	Administrative Services Board Report, Including Quarterly Financial Statement - July 2022
IV.C.1-03	Board Agenda Item, Adopt the 2022-2023 Final Budget - August 2022
I.C.10-01	Board Policy 2715 - Code of Ethics/Standards of Practice
IV.C.2-01	Board Policy 2330 - Quorum and Voting
III.A.11-02	Board Highlights - April 2022 Regular Board Meeting
IV.C.3-01	Board Policy 2431 - Superintendent-President Selection
IV.C.3-02	MPC Website, Human Resources, Superintendent-President Search
IV.C.3-03	Superintendent-President Finalist Forums Campus Announcement
IV.B.5-01	Board Policy 2435 - Evaluation of the Superintendent-President
IV.C.3-04	Administrative Procedure 2435 - Evaluation of the Superintendent-President
IV.C.3-05	Board Agenda Item, Superintendent President Evaluation - March 2021
IV.C.3-06	Board Agenda Item, Superintendent President Evaluation - April 2021
IV.C.3-07	Board Agenda Item, Superintendent President Evaluation - May 2021

IV.C.3-08	<u>Board Agenda Item, Superintendent President Evaluation - June 2021</u>
IV.A.5-02	<u>Board Policy 2010 - Board Membership</u>
IV.A.2-07	<u>Board Policy 2015 - Student Member</u>
IV.A.5-03	<u>Board Policy 2200 - Board Duties and Responsibilities</u>
IV.A.5-04	<u>Board Policy 2310 - Regular Meetings of the Governing Board</u>
IV.C.4-01	<u>Board Policy 2340 - Agendas</u>
IV.C.4-02	<u>Board Agenda, Public Comment - August 2022</u>
IV.C.4-03	<u>Board Policy 2345 - Public Participation at Governing Board Meetings</u>
IV.C.4-04	<u>Board Policy 2825 - Community Relationships</u>
I.C.14-01	<u>Board Policy 2710 - Conflict of Interest</u>
I.C.14-02	<u>Administrative Procedure 2710 - Conflict of Interest</u>
I.C.10-01	<u>Board Policy 2715 - Code of Ethics/Standards of Practice</u>
IV.C.4-05	<u>MPC Website, Board Member Bios</u>
I.A.1-01	<u>Board Policy 1200 - District Mission</u>
I.C.13-03	<u>Board Policy 4020 - Program, Curriculum, and Course Development</u>
IV.C.5-01	<u>Board Policy 5050 - Student Success and Support Program</u>
I.A.1-02	<u>2020-2025 MPC Educational Master Plan</u>
IV.A.1-02	<u>Board Agenda Item, Organizations and Staff Reports - August 2022</u>
III.D.5-06	<u>Board Agenda Item, 2020-21 Annual Financial Audit Report - February 2022</u>
IV.C.5-02	<u>Board Agenda Item, District's 2020-21 Measure I General Obligation Bonds Financial and Performance Audits - February 2022</u>
I.B.8-07	<u>Board Agenda Item, Nursing Program Review - May 2022</u>
I.B.8-08	<u>Board Agenda Item, Humanities Program Review - May 2022</u>
I.C.3-03	<u>Board Agenda Item, AB 705 Presentation - April 2022</u>
I.B.6-07	<u>2022 MPC UMOJA Program Update Board Presentation</u>
IV.C.5-03	<u>Board Agenda Item, Conference with Legal Counsel - February 2017</u>
III.A.7-05	<u>Fall 2022 Faculty & Staff Accreditation Survey Results</u>
IV.C.6-01	<u>Board Policy 2100 - Board Elections</u>
IV.C.6-02	<u>Board Policy 2210 - Officers</u>
IV.C.6-03	<u>Governing Board Policies, Chapter 2 - Board of Trustees</u>
IV.C.7-01	<u>MPC Website, Board of Trustees</u>
IV.C.7-02	<u>Board Policy 2305 - Annual Organizational Meeting</u>
IV.C.7-03	<u>2021 Board of Trustees Annual Organizational Meeting</u>

IV.C.7-04	<u>Board Policy 2360 - Minutes</u>
IV.C.7-05	<u>MPC BoardDocs Website, Meetings Page</u>
IV.C.7-06	<u>MPC Regular Board Meeting Email Announcement</u>
I.B.7-01	<u>Board Policy 2410 - Board Policies and Administrative Procedures</u>
I.B.7-02	<u>Administrative Procedure 2410 - Board Policies and Administrative Procedures</u>
IV.C.7-07	<u>Board Policy 2220 - Committees of the Governing Board</u>
IV.C.7-08	<u>Proposed Revisions to Board Policy 5050</u>
IV.C.7-09	<u>Board Agenda Item, BP 5035 and 5050 Approval - November 2021</u>
IV.C.7-10	<u>Board Agenda Item, Receive Administrative Procedure 3250 - Institutional Planning</u>
IV.C.7-11	<u>Board Agenda Item, Receive Administrative Procedures 5013, 5200, and 5500</u>
IV.C.7-12	<u>Board Agenda Item, Approve Board Policies in the Area of Student Services</u>
IV.C.7-13	<u>Board Agenda, Board Retreat August 2022</u>
IV.C.7-14	<u>Board Agenda Item, Adopt the MPC Governing Board of Trustees Goals for 2022-2023</u>
IV.C.8-01	<u>Board Agenda Item, Approve the 2020-25 Educational Master Plan - January 2020</u>
IV.C.8-02	<u>Board Agenda Item, UMOJA Program Presentation - May 2022</u>
IV.C.8-03	<u>MPC School of Nursing Program Review Board Presentation - Spring 2022</u>
IV.C.8-04	<u>Board Agenda Item, Physical Science Comprehensive Program Review - May 2019</u>
IV.C.8-05	<u>Board Agenda Item, Social Science Comprehensive Program Review - October 2021</u>
IV.C.8-06	<u>Board Agenda Item, 2018 Student Success Scorecard Presentation - February 2019</u>
IV.C.8-07	<u>Board Agenda Item, MPC's Role in Achieving the Vision for Success - May 2019</u>
IV.C.8-08	<u>Board Agenda Item, Student Success in Spring 2020 - August 2020</u>
IV.C.8-09	<u>Board Agenda Item, MPC Student Overview - March 2021</u>
IV.C.8-10	<u>Board Agenda Item, 2020-2025 Educational Master Plan Progress Report - September 2022</u>
IV.C.9-01	<u>Board Policy 2740 - Board Education</u>
IV.C.9-02	<u>MPC Website, 2020 Trustee Elections</u>
IV.C.9-03	<u>Orientation Schedule for Prospective MPC Trustees - 2020 Election</u>
IV.C.9-04	<u>New Trustee Orientation Communication Sample</u>
IV.C.9-05	<u>Board Agenda, Board Retreat - February 2021</u>
IV.C.9-06	<u>Board Agenda, Special Board Meeting & Study Session - March 2021</u>
IV.C.9-07	<u>Board Agenda Item, Brown Act Training - November 2021</u>
IV.C.9-08	<u>2022 Board Member Conference Calendar</u>

IV.C.9-09	<u>2021 Board Future Planning Calendar</u>
IV.C.9-10	<u>Board Policy 2110 - Vacancies on the Governing Board</u>
IV.C.9-11	<u>Administrative Procedure 2110 - Vacancies on the Governing Board</u>
IV.A.7-01	<u>Board Policy 2745 - Board Self Evaluation</u>
IV.C.10-01	<u>Administrative Procedure 2745 - Board Self Evaluation</u>
IV.C.10-02	<u>Board Agenda Item, Approve Self-Evaluation Timeline and Process - July 2021</u>
IV.C.10-03	<u>Board Agenda Item, Approve Board Self Evaluation Survey and Recipients - August 2021</u>
IV.C.10-04	<u>MPC Governing Board 2021 Evaluation Survey (MPC)</u>
IV.C.10-05	<u>Board Agenda Item, Presentation and Discussion of Board Self-Evaluation Results - June 2022</u>
IV.C.10-06	<u>Board Agenda Item, Approval of 2022 Governing Board Goals - December 2021</u>
IV.C.10-07	<u>Board Agenda Item, Approval of Revisions to Board Policy 2715 - January 2022</u>
I.C.8-06	<u>Board Policy 3050 - Institutional Code of Ethics</u>
I.C.8-07	<u>Administrative Procedure 3050 - Institutional Code of Ethics</u>
IV.C.11-01	<u>Board Agenda Item, Ad Hoc Committee Report (BP 2715) Regarding Complaint #1 against Trustee</u>
IV.C.11-02	<u>Board Agenda Item, Ad Hoc Committee Report (BP 2715) Regarding Complaint #2 against Trustee</u>
IV.C.11-03	<u>Ad Hoc Committee Report and Recommendations Related to Complaint #1 - August 2022</u>
IV.C.11-04	<u>Administrative Procedure 2712 - Conflict of Interest Code</u>
IV.B.1-01	<u>Board Policy 2430 - Delegation of Authority to the Superintendent President</u>
IV.C.12-01	<u>Board Agenda Item, Advanced Planning - Future Topics, Items for Study Sessions & Retreats - March 2022</u>
I.C.12-01	<u>Board Policy 3200 - Accreditation</u>
I.C.12-02	<u>Administrative Procedure 3200 - Accreditation</u>
IV.C.13-01	<u>MPC ACCJC Board Training - May 2021</u>
IV.C.13-02	<u>Board Agenda Item, ISER Training Update and Discussion - May 2021</u>
IV.B.4-11	<u>Board Agenda Item, ISER Presentation - April 2022</u>
IV.C.13-03	<u>Board Agenda Item, Approve Accreditation Follow-up Report - October 2018</u>
IV.C.13-04	<u>Board Agenda Item, 2022 ISER Presentation and Review of First Draft - June 2022</u>
IV.C.13-05	<u>Board Agenda Item, Approval of 2020 Midterm Report - September 2020</u>

PART H - Quality Focus Essay

Project 1 - Strengthening Program Review

Project 1 is a comprehensive assessment of the College's Program Review process in order to identify and implement improvements that will strengthen alignment between institutional processes and result in a greater focus on student equity.

Identification of Area of Need/Interest

As described in Standards I and II, Program Review is the primary process used to engage in ongoing, sustained assessment of the College, including assessment of the accomplishment of MPC's mission, progress on Institution-Set Standards (ISS), effectiveness of the College's academic programs and services, and overall institutional effectiveness. The Program Review processes are led by the Dean of Planning, Research, and Institutional Effectiveness (PRIE) and advised by the PRIE Committee. The current Program Review process incorporates dialogue, reflection, assessment, and planning to help ensure that conversations about outcomes, equity, academic quality, institutional effectiveness, and continuous improvement take place systematically at every level of the institution.

The Dean of PRIE has led the continual review and incremental improvements of the process each year in order to respond to feedback, changing requirements, and, most recently, the COVID-19 pandemic. The College has identified the need for a formal, comprehensive review and revision to its Program Review process through an examination of both quantitative and qualitative data from recently completed Program Reviews as well as feedback from individuals who recently participated in the Comprehensive Program Review process.

Anticipated Impact

This project seeks to develop and implement a revised Program Review process that further strengthens the connection between learning assessment and Program Review; focuses on improving the use of data and evidence related to student success; provides clearer structure that guides areas in establishment of actionable plans for improvement and resource allocation; and further prioritizes student equity as a driver to planning.

Project Description

Under the leadership of the Dean of PRIE and with support from the PRIE Office, PRIE Committee, and other members of the College community, MPC will engage in an evaluation of its current Program Review processes, obtain feedback from stakeholders, research external requirements and best practices, and engage in College-wide dialogue to identify recommendations to improve Program Review processes, resources, and systems. The College will implement a pilot of the new recommendations, evaluate the outcomes of the pilot, and

establish a final model for full implementation. Upon implementation, the College will provide resources and professional development to support participants and a formal, annual/ongoing evaluation for continuous improvement.

Action Plan

Activity	Resources needed	Responsible party(ies)	Timeline
Identify project stakeholders	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> Cabinet PRIE Dean PRIE Committee 	Fall 2022
Identify timeline and process	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> Cabinet PRIE Dean/Office PRIE Committee 	Fall 2022
Conduct research regarding external requirements and best practices for program review	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> PRIE Office ALO Assessment Coordinator Academic Senate 	Fall 2022
Gather feedback from the College community regarding the current process	<ul style="list-style-type: none"> Staff time Survey tools 	<ul style="list-style-type: none"> PRIE Office PRIE Committee Participatory governance committees 	Fall 2022 (Design survey) Spring 2023 (Administer)
Summarize feedback and research	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> PRIE Office 	Summer 2023
Identify improvements to process, resources, and systems to support Program Review	<ul style="list-style-type: none"> Staff time Technology resources (TBD) 	<ul style="list-style-type: none"> PRIE Office PRIE Committee Assessment Coordinator IT Academic Senate 	Fall 2023
Gather feedback from the College community regarding the proposed revisions	<ul style="list-style-type: none"> Staff time Survey tools 	<ul style="list-style-type: none"> PRIE Office Participatory governance committees 	Spring 2024
Pilot new PR model and evaluate	<ul style="list-style-type: none"> Staff time Technology resources (TBD) Survey tools 	<ul style="list-style-type: none"> PRIE Office PRIE Committee Professional Development Coordinator 	AY 2024-25

		<ul style="list-style-type: none"> IT 	
Finalize process based on pilot and feedback	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> PRIE Office PRIE Committee Professional Development Coordinator 	AY 2024-25
Share revised/new model; gain consensus for adoption	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> PRIE Office PRIE Committee 	AY 2024-25
Fully implement revised process	<ul style="list-style-type: none"> Staff time Technology resources (TBD) 	<ul style="list-style-type: none"> PRIE Office PRIE Committee Professional Development Coordinator IT 	AY 2025-26
Evaluate process	<ul style="list-style-type: none"> Staff time Survey tools 	<ul style="list-style-type: none"> PRIE Office PRIE Committee Professional Development Coordinator 	Annual, ongoing

Anticipated Impact on Student Learning

The College anticipates that implementing improvements to its Program Review process will result in stronger alignment with multiple processes, including learning assessment and resources allocation. The improvements will also emphasize assessment and improvement of student learning and student equity as they will be used to direct institutional priorities and resource allocation.

Anticipated Measurable Outcomes

- Increased engagement in Program Review as measured by timely Program Review completion rates (pre- and post-) and faculty/staff surveys (pre- and post-) about Program Review
- Increased student equity measures including course success rates and program completion
- Increased alignment between Program Review, Action Plans, and resource allocation processes

Project 2 - Career and Academic Pathway (CAP) Completion Teams

Monterey Peninsula College has launched and is in the process of institutionalizing CAP Completion Teams, which are designed to ensure continuous, collaborative, focused, proactive, and intentional support for the success of all students within each MPC Career & Academic Pathway (CAP). To that end, CAP Completion Teams' efforts should contribute to

- Increased completion in a timely manner
- Community building within a CAP
- Increased student engagement
- Clearer connection between pathways and career/transfer goals
- More robust faculty, staff, and administrator participation
- Greater curriculum alignment
- Intentional support for every student along their pathway
- Achieving (or connecting to) applicable Guided Pathways essential practices and equity considerations

Identification of Area of Need/Interest

A review of data indicates that students may need more intentional direction and support to successfully complete courses and programs. Course completion rates at the College hover around 73%; in the last five years, course success rates ranged from 72.5 to 76.2%. Program completion, though increasing in numbers, is still in need of improvement. In 2016-17, for example, 580 degrees and certificates were conferred. In 2020-2021, 1,017 degrees and certificates were conferred. The College has identified a need to transition more students from an abbreviated educational plan to a comprehensive educational plan, and as a result, would support completion rates as well as overall student success.

Although the College provides access to a number of specialized programs (First Year Experience, Athletics, Extended Opportunity Programs and Services, TRIO SSS, Umoja, Veterans Resource Center, Access Resource Center, International Student Programs, and Undocumented Resource Center), many of the College's students do not receive a high level of intentional, proactive support or understand their access to learning centers and various student services. In order to support increased persistence and completion rates, the College recognizes that key coordinated retention efforts are also necessary.

Anticipated Impact on Student Learning

Driven by a core equity mission, by engaging in data review, providing intentional and proactive student support, and building community and identity within each CAP, CAP Completion Teams anticipate increasing course, program, and transfer completion rates.

Project Description

MPC's CAP Completion Teams comprise administrators, discipline faculty, counseling faculty, student representatives, academic support experts, and student services specialists to collaboratively engage in outcome-based inquiry and action focused on increasing the success of all students and programs within a CAP with an explicit commitment to student equity in success. Each CAP Completion Team will:

- Complete a phase of inquiry and finalize goals, actions, and an associated implementation timeline
- Build CAP identity and community
- Provide intentional and proactive student support for students in each CAP

Action Plan

Activity	Resources needed	Responsible party(ies)	Timeline
Develop resources to provide CAP-related student data that can be disaggregated to identify and consider disproportionate impact	<ul style="list-style-type: none"> ● Staff time ● IT/Programming ● Timely student data 	<ul style="list-style-type: none"> ● PRIE Office ● Information Technology 	Fall 2022
Identify and implement strategies to reduce barriers and provide intentional and proactive support to students	<ul style="list-style-type: none"> ● Staff time 	<ul style="list-style-type: none"> ● CAP Completion Teams 	AY 2022-23
Identify and ensure contact with students needing a comprehensive education plan	<ul style="list-style-type: none"> ● Staff time ● Technology (Starfish) 	<ul style="list-style-type: none"> ● CAP Completion Team members ● Counseling ● Outreach 	Spring 2023 - Spring 2024
Review class schedules and provide feedback to ensure that schedules align to program maps and support program completion	<ul style="list-style-type: none"> ● Staff time ● Access to CAP schedules and program maps 	<ul style="list-style-type: none"> ● Deans ● Faculty 	Spring-Fall 2023

Develop and launch outreach and in-reach materials, collateral, and activities	<ul style="list-style-type: none"> ● Staff time ● Graphic designer ● Materials and production fees 	<ul style="list-style-type: none"> ● Marketing ● SOAR ● CAP Completion Teams ● Deans ● Faculty 	AY 2022-23
Evaluate implementation of recommended actions based on examination and discussion of quantitative and qualitative data	<ul style="list-style-type: none"> ● Staff time ● Evaluation process 	<ul style="list-style-type: none"> ● Co-Chairs of each CAP Completion Team ● PRIE Office 	End of Spring 2023
Determine next steps based on evaluation	<ul style="list-style-type: none"> ● Staff time 	<ul style="list-style-type: none"> ● Co-Chairs of each CAP Completion Team ● SOAR 	End of Spring 2023
Fully implement and integrate CAP Completion Teams into existing college structure	<ul style="list-style-type: none"> ● Staff time 	<ul style="list-style-type: none"> ● Deans ● CAP Completion Teams 	TBD

Anticipated Impact on Student Learning

The College anticipates that implementing CAP Completion Teams will result in increased student retention, success, persistence, and certificate and degree completion.

Anticipated Measurable Outcomes

- Increase the number of CAP-related student engagement opportunities
- Increased number of student education plans completed
- Increased persistence rates
- Increased course and program completion rates

Appendix A - Full Evidence List

Number	Document Name
I.A.1-01	Board Policy 1200 - District Mission
I.A.1-02	2020-2025 MPC Educational Master Plan
I.A.2-01	2021-2022 Comprehensive Program Review Template
I.A.2-02	2021-2022 Annual Program Review Update Template
I.A.2-03	Student Achievement Metrics, Institutional-Set Standards, and Stretch Goals - Academic Senate Presentation - April 2020
I.A.2-04	2020-2025 MPC Education Master Plan, Findings & Trends (pp. 20-25)
I.A.2-05	2020-2025 MPC Educational Master Plan, Goals & Initiatives (pp. 26-33)
I.A.2-06	2020-2025 MPC Education Master Plan Progress Report, September 2022
I.A.3-01	Administrative Procedure 4023 - Academic Program Development and Approval
I.A.3-02	2022-2023 Faculty Position Request Form
I.A.3-03	2021-2022 Academic Affairs Comprehensive Program Review Template, Step 2 - Alignment with Mission
I.A.3-04	Monterey Peninsula College Integrated Planning Handbook - Updated Summer 2018
I.A.3-05	2020-2021 English Department Comprehensive Program Review
I.A.3-06	Annual Program Review Action Plan Template - Spring 2022
I.A.3-07	2020-2021 Anatomy-Physiology Department Annual Program Review Action Plan
I.A.4-01	MPC Website, Mission and Goals
I.A.4-02	2021-2022 Monterey Peninsula College Catalog, Mission and Goals (pp. 8-9)
I.A.4-03	Campus Photos - Mission Statement Signage
I.A.4-04	2021-2022 Resource Guide to Institutional Decision Making at MPC
I.A.4-05	Mission Review Process and Calendar
I.A.4-06	Mission Review Committee Agenda - February 2021
I.A.4-07	MPC Mission Survey 2021
I.A.4-08	Board Agenda Item, Adoption of Mission Statement - June 2021
I.B.1-01	2021-2022 Comprehensive Program Review Template, Student Learning Achievement Prompt
I.B.1-02	ACCJC Annual Report 2021, Achievement Metrics, ISS, Stretch Goals - PAG Presentation - April 2021

I.B.1-03	GP-AS Instructional Practices Work Team - Charge, Activities, and Outcomes
I.B.1-04	GP-AS Instructional Practices Work Team - Final Recommendations
I.B.1-05	MPC Teaching and Learning Committee Charge
I.B.1-06	GP-AS Instructional Practices Work Team, Recommendation 1 - Student-Ready Pilot Program
I.B.1-07	GP College & Career Guidance Work Team - Final Recommendations
I.B.1-08	Data Coaching Academy Course Syllabus - Summer 2021
I.B.2-01	CourseLeaf Program Proposal Screen - Learning Outcomes Entry
I.B.2-02	Checklist for Writing Program Learning Outcomes (PLOs)
I.B.2-03	English AA-T Program Outline of Record
I.B.2-04	Environmental Science AS-T Program Outline of Record
I.B.2-05	CourseLeaf Program Proposal Review Workflow Steps
I.B.2-06	2021-2022 Monterey Peninsula College Catalog, Program Requirements, Courses, and Learning Outcomes (pp. 81-313)
I.B.2-07	MPC Assessment System, Completed Course Assessments - Spring 2022
I.B.2-08	MPC Cycle of Learning Assessment
I.B.2-09	Life Science Division - Cycles of Program Review & Learning Assessment Tracking
I.B.2-10	Student Services Strategic Planning Initiatives, Includes SAO
I.B.2-11	2021-2022 Admissions & Records Annual Program Review, SAO Identification Excerpt
I.B.2-12	2021-2022 Admissions & Records Annual Program Review
I.B.2-13	MATH 440 Course Outline of Record
I.B.2-14	ENGL 400 Course Outline of Record
I.B.2-15	Student Services 2022 Student Survey to Assess SAOs
I.B.2-16	Counseling 2022 Student Survey to Assess SAOs
I.B.2-17	2021-2022 Admissions & Records Annual Program Review, SAO Assessment Strategies Excerpt
I.B.2-18	MATH 440 Learning Assessment Report
I.B.3-01	MPC ACCJC 2022 Annual Report - Student Achievement Metrics
I.B.3-02	Methodology for ACCJC 2020 Annual Report - Student Achievement ISS
I.B.3-03	MPC Intranet, PRIE Institutional Data Dashboards
I.B.3-04	2019-2020 Psychology Department Comprehensive Program Review
I.B.3-05	Student Achievement Data- An Update on MPC's Institution-Set Standards, Board Presentation - March 2015

I.B.3-06	<u>Institution-Set Standards & Stretch Goals - To E(W) or Not to E(W) - PAG Presentation March 2022</u>
I.B.4-01	<u>Planning, Resource, and Institutional Effectiveness (PRIE) Committee Charge</u>
I.B.4-02	<u>2020-2021 History Department Program Review Excerpt</u>
I.B.4-03	<u>2019-2020 COOP Department Comprehensive Program Review Excerpt</u>
I.B.4-04	<u>2021-2022 Student Services Comprehensive Program Review Template</u>
I.B.5-01	<u>2021-2022 Comprehensive Student Services Program Review Template, Student Success Prompt</u>
I.B.5-02	<u>2020-2025 MPC Educational Master Plan Progress Report, FTES by Location and Modality</u>
I.B.5-03	<u>Academic Senate Meeting Minutes - March 2022</u>
I.B.5-04	<u>MPC Intranet, PRIE Data Dashboard, Student Demographics & Course Success</u>
I.B.5-05	<u>2019-2020 Hospitality Department Comprehensive Program Review Excerpt</u>
I.B.6-01	<u>2021-2022 Comprehensive Academic Affairs Program Review Template, Student Learning and Achievement Prompt</u>
I.B.6-02	<u>2021-2022 Math Department Program Review - Excerpt of Disaggregated Student Data Analysis</u>
I.B.6-03	<u>GP Instructional Practices Work Team - Final Recommendations, Inquiry Process (pp. 5-8)</u>
I.B.6-04	<u>CAP Completion Team Data Dashboard</u>
I.B.6-05	<u>GP Instructional Practices Work Team - Final Recommendations, SRP Recommendation 1 (pp. 6-10)</u>
I.B.6-06	<u>2021-2022 Math Department Program Review - Excerpt of Student Achievement Prompt</u>
I.B.6-07	<u>2022 MPC UMOJA Program Update Board Presentation</u>
I.B.6-08	<u>GP Instructional Practices Work Team - Student Ready Pilot Research Notes</u>
I.B.7-01	<u>Board Policy 2410 - Board Policies and Administrative Procedures</u>
I.B.7-02	<u>Administrative Procedure 2410 - Board Policies and Administrative Procedures</u>
I.B.7-03	<u>MPC Website, Governing Board Policies</u>
I.B.7-04	<u>2022-2023 PRIE Committee Roadmap</u>
I.B.7-05	<u>Integrated Planning Handbook, Program Review (pp. 10-11)</u>
I.B.7-06	<u>PRIE Committee Meeting Agenda - September 2021</u>
I.B.7-07	<u>MPC Integrated Planning Handbook, Evaluation Process (pp. 2-3)</u>
I.B.7-08	<u>MPC Integrated Planning Handbook, Appendix - Process Evaluation Calendar</u>
I.B.7-09	<u>PRIE Committee Special Scoring Meeting Observation Notes - September 2018</u>

I.B.7-10	PRIE Annual Program Review Survey Results and Recommendations for Improvement - September 2018
I.B.8-01	2020-2025 MPC Facilities and Technology Master Plan
I.B.8-02	Academic Senate Meeting Agenda Item, EMP Update - December 2019
I.B.8-03	AAAG Agenda Item, EMP Update - November 2019
I.B.8-04	Facilities & Technology Master Plan Update Campus Presentation - May 2020
I.B.8-05	AAAG Agenda Item, Nursing Program Review - May 2022
I.B.8-06	AAAG Agenda Item, Humanities Program Review - April 2022
I.B.8-07	Board Agenda Item, Nursing Program Review - May 2022
I.B.8-08	Board Agenda Item, Humanities Program Review - May 2022
I.B.8-09	MPC Website, Planning, Research, and Institutional Effectiveness (PRIE), Program Review
I.B.9-01	Integrated Planning Handbook, Integrated Planning at MPC (pp. 3-11)
I.B.9-02	Consolidated 2020-2021 Program Review Action Plans
I.B.9-03	2020-2025 MPC Educational Master Plan - Annual Institutional Action Plan
I.C.1-01	2021-2022 Monterey Peninsula College Catalog
I.C.1-02	2021-2022 Monterey Peninsula College Catalog, Student Support Services (pp. 48-52)
I.C.1-03	MPC Timeline for Catalog Development
I.C.1-04	Catalog Revisions - Area Review Tracking Sheet
I.C.1-05	Board Agenda Item, Approval of 2021-2022 Catalog - June 2021
I.C.1-06	MPC Website, Academic Affairs
I.C.1-07	MPC Website, Student Services
I.C.1-08	MPC Website, Content Management System Approval Sample
I.C.1-09	Admissions and Records Fee
I.C.1-10	Director of Marketing and Communications Job Announcement
I.C.1-11	Administrative Procedure 4022 - Course Approval
I.C.1-12	2021-2022 Monterey Peninsula College Catalog, General Education Outcomes (pp. 70-71)
I.C.1-13	2022-2023 MPC Faculty Handbook, Course Syllabi (pp. 39-40)
I.C.1-14	Beginning of Term Faculty Email - Fall 2021
I.C.1-15	OAA Syllabi Archive and Tracking Sheet Excerpt
I.C.1-16	2021-2022 Monterey Peninsula College Catalog, Accreditation (p. 4)
I.C.1-17	MPC Website, Accreditation

I.C.2-01	MPC Website, Catalogs and Class Schedules
I.C.2-02	2022-2023 MPC Catalog (Online Catalog Website)
I.C.2-03	Academic Affairs Catalog Revision Campus Announcement
I.C.3-01	AB705 Improvement Plan Presentation to Campus Governance Groups - February 2022
I.C.3-02	Board Agenda Item, Advanced Planning Calendar - August 2022
I.C.3-03	Board Agenda Item, AB 705 Presentation - April 2022
I.C.3-04	2022-2023 MPC Catalog, Completion and Transfer Rates
I.C.3-05	MPC Website, Planning, Research, and Institutional Effectiveness, Research & Data
I.C.4-01	2021-2022 Monterey Peninsula College Catalog, Degree and Certificate Information (pp. 68-69)
I.C.4-02	Spanish Program Information Sheet
I.C.4-03	Gender and Women's Studies Program Information Sheet
I.C.4-04	Biology Program Information Sheet
I.C.4-05	Sustainable Hospitality Management Program Information Sheet
I.C.4-06	MPC Website, Career and Academic Pathways
I.C.5-01	Academic Affairs Board Policy Review Tracking
I.C.6-01	Board Policy 5030 - Fees
I.C.6-02	2021-2022 Monterey Peninsula College Catalog, Fees (p. 19)
I.C.6-03	Spring 2022 MPC Schedule of Classes (p. 6)
I.C.6-04	MPC Website, Fees, Payments, and Refunds
I.C.6-05	MPC Fee and Refund Chart - Spring 2022
I.C.6-06	WebReg Schedule Listing - MATH 16 with Textbook Links
I.C.6-07	MPC Bookstore Website Textbook Search
I.C.6-08	Online Class Schedule Listing, Materials Fees (HOSP 82)
I.C.6-09	2021-2022 Monterey Peninsula College Catalog, Instructional Materials Fees (pp. 19, 226-227)
I.C.6-10	MPC Website, Financial Aid, Net Price Calculator
I.C.7-01	Board Policy 4030- Academic Freedom
I.C.7-02	Academic Senate Meeting Agenda and Minutes, Board Policy 4030 - May 2022
I.C.7-03	2022-2023 MPC Faculty Handbook, Academic Freedom (p. 16)
I.C.7-04	Peer Observation Program Academic Freedom Training Module
I.C.7-05	2021-2022 Monterey Peninsula College Catalog, Student Rights and Responsibilities (pp. 54-59)

I.C.7-06	MPC Website, Student Rights and Responsibilities
I.C.8-01	2021-2022 Monterey Peninsula College Catalog, Academic Standards (pp. 33-34)
I.C.8-02	Accessible Course Syllabus Template
I.C.8-03	Canvas Turnitin Simcheck System
I.C.8-04	MPC Lobo Apps Single Sign-In System
I.C.8-05	MPC Lobo Apps Computer and Network Acceptable Use Agreement (AUA)
I.C.8-06	Board Policy 3050 - Institutional Code of Ethics
I.C.8-07	Administrative Procedure 3050 - Institutional Code of Ethics
I.C.8-08	MPC Website, Governing Board Policies, BP & AP 3050
I.C.9-01	2019-2022 MPCTA Agreement, Article 28 - Faculty Professional Duties (pp. 149-150)
I.C.9-02	MPCTA Agreement, Article 14 - Faculty Evaluation (pp. 63-97)
I.C.9-03	2021 Noel-Levitz Student Satisfaction Inventory Results
I.C.10-01	Board Policy 2715 - Code of Ethics/Standards of Practice
I.C.12-01	Board Policy 3200 - Accreditation
I.C.12-02	Administrative Procedure 3200 - Accreditation
I.C.12-03	ACCJC 2019 Action Letter
I.C.12-04	MPC Website, Accreditation Reports and Communication
I.C.12-05	2018 MPC Accreditation Follow-up Report
I.C.12-06	2020 MPC Accreditation Midterm Report
I.C.12-07	2022 ACCJC Approval of Distance Education Modality Change
I.C.12-08	2022 ACCJC Acknowledgement of New Programs
I.C.13-01	2022-2023 Career and College Access Pathways (CCAP) Partnership Agreement
I.C.13-02	MPUSD Instructional Service Agreement - Agency Agreement - Fall 2021
I.C.13-03	Board Policy 4020 - Program, Curriculum, and Course Development
I.C.14-01	Board Policy 2710 - Conflict of Interest
I.C.14-02	Administrative Procedure 2710 - Conflict of Interest
II.A.1-01	MPC CourseLeaf Program Proposal Form
II.A.1-02	MPC CourseLeaf Program Proposal Form, Narrative Prompts
II.A.1-03	Transfer Model Curriculum (TMC) Approval Letter and Template for Social Work and Human Services - April 2022
II.A.1-04	Curriculum Advisory Committee Agenda Item, Curriculum Committee Training - October 2020

II.A.1-05	Annual Curriculum Approval Certification Form - October 2020
II.A.1-06	MPC CourseLeaf Program Proposal Form, Learning Outcome Entry Screen
II.A.1-07	Board Policy 4100 - Graduation Requirements for Degrees and Certificates
II.A.1-08	MPC CourseLeaf Program Proposal Form, Program Goal Selection
II.A.1-09	2021-2022 Monterey Peninsula College Catalog, Programs of Study (pp.76-78)
II.A.1-10	2022-2023 MPC Catalog, Programs of Study
II.A.2-01	MPC Resource Guide to Institutional Decision Making, CAC Charge
II.A.2-02	Curriculum Advisory Committee Membership
II.A.2-03	Tracking Document for Spring 2020 Online Transitions - Requiring Revisions (Excerpt)
II.A.2-04	2021-2022 Psychology Program Review Excerpt - Student Achievement
II.A.3-01	Learning Assessment Committee Charge
II.A.3-02	MPC Website, Curriculum Advisory Committee, COR Link
II.A.3-03	ETNC 16 Course Outline of Record - African Americans in American Government
II.A.3-04	HUMS 50 Course Outline of Record - Introduction to Human Services and Social Work
II.A.4-01	2021-2022 Monterey Peninsula College Catalog, Course Descriptions and Numbering (p. 79)
II.A.4-02	2021-2022 Monterey Peninsula College Catalog, English, English as a Second Language, and Math Course Sequences (pp. 171, 177, 250)
II.A.4-03	COUN 10 - College Success Course Outline of Record
II.A.4-04	MPC CourseLeaf Course Proposal Form, Requisite Justification
II.A.4-05	ENGL 111 - Academic Reading and Writing Course Outline of Record
II.A.4-06	MATH 260 Course Outline of Record
II.A.4-07	MPC Website, Guided Placement
II.A.4-08	MPC Website, Counseling & Academic Advising, Education Planning
II.A.4-09	MPC Website, Reading & Writing Center
II.A.4-10	MPC Website, Math Learning Center
II.A.5-01	Administrative Procedure 4025- Philosophy and Criteria for Associate Degree and General Education
II.A.6-01	MPC Website, Counseling, Education Planning
II.A.6-02	MPC Student Education Plan Form
II.A.6-03	2021-2022 Class Schedule Development Timeline
II.A.6-04	5-Year Plan Academic Affairs & Scheduling Considerations

II.A.6-05	2019-2020 MPC Scheduling Time Blocks Fall and Spring
II.A.6-06	Section Add Form - ENGL 1A Fall 2022
II.A.7-01	PRIE Surveys Administered during COVID-19 Pandemic and Shelter-in-Place
II.A.7-02	MPC Online Student Survey - Spring 2020 - Results
II.A.7-03	Administrative Procedure 4105 - Distance Education
II.A.7-04	BUSI 1A - COR - Online Education Fields for Regular and Effective Contact
II.A.7-05	MPC Website, Online Education
II.A.7-06	MPC Intranet, PRIE Data Dashboard, Online Education Demographics and Success Trends
II.A.7-07	Online Education Committee - Charge and Membership
II.A.7-08	Academic Senate Bylaws
II.A.7-09	2021-2022 Academic Senate Goals
II.A.7-10	MPC Learning Assessment System - Course Assessment Screens
II.A.7-11	Spring 2022 Flex Day Schedule
II.A.7-12	Summer 2021 Online Education Professional Development Opportunities Email
II.A.7-13	Student Ready MPC Professional Development Workshop Agenda - April 2022
II.A.7-14	Faculty Professional Development Coordinator Assignment Announcement Email
II.A.7-15	MPC Professional Development Toolkit Pilot Announcement Email
II.A.7-16	MPC Website, Library
II.A.7-17	MPC Website, Library & Learning Centers
II.A.7-18	MPC Website, Student Services, Advising and Support
II.A.7-19	MPC Online Student Services Hub
II.A.8-01	2021-2022 Monterey Peninsula College Catalog, Business Skills (pp. 131-132)
II.A.8-02	2021-2022 Monterey Peninsula College Catalog, Computer Science and Information Systems (pp. 138-139,142-144)
II.A.8-03	Administrative Procedure 4235 - Credit for Prior Learning
II.A.8-04	2021-2022 Monterey Peninsula College Catalog, AP, IB, and CLEP Examinations (pp. 26, 28-32)
II.A.8-05	2021-2022 Monterey Peninsula College Catalog, Credit by Examination (p. 26)
II.A.8-06	MPC CourseLeaf Course Proposal Form, Credit for Prior Learning Fields
II.A.8-07	ENGL 1A Course Outline of Record
II.A.9-01	MPC CourseLeaf Course Proposal Form, SLO Entry Screen
II.A.9-02	ENGL 1A, Course Syllabus - Spring 2022

II.A.9-03	Administrative Procedure 4230 - Grading and Academic Records Symbols
II.A.9-04	2021-2022 Monterey Peninsula College Catalog, Grading (pp. 24-25)
II.A.9-05	2022 Graduation Petition Verification Sample (Redacted)
II.A.9-06	Administrative Procedure 4020 - Student Learning Hours and Units of Credit
II.A.10-01	2021-2022 Monterey Peninsula College Catalog, Transfer Process (pp. 64-66)
II.A.10-02	2021-2022 Monterey Peninsula College Catalog, Course Descriptions (pp. 79-80, 81-313)
II.A.10-03	MPC Website, Career and Transfer Resource Center
II.A.10-04	MPC Website, Career and Transfer Resource Center, How to Transfer
II.A.10-05	MPC Graduation Petition Procedure
II.A.10-06	Transfer Evaluation System (TES) Course Comparison
II.A.10-07	Administrative Procedure 4050 - Articulation
II.A.10-08	MPC Assist, IGETC Course List
II.A.10-09	2021-2022 Monterey Peninsula College Catalog, Associate Degrees for Transfer (pp. 64-66)
II.A.10-10	2021-2022 Monterey Peninsula College Catalog, UC Transfer Pathways (p. 65)
II.A.10-11	MPC-CSUMB Biology, Marine Science, Environmental Science 2+2 MOU
II.A.10-12	2022-2023 MPC Catalog, Transfer Information
II.A.11-01	Administrative Procedure 4100 - Graduate Requirements for Degrees and Certificates
II.A.11-02	ENGL 1A Course Outline of Record, GEO Excerpt
II.A.11-03	Social Work and Human Services AAT Program Outline of Record
II.A.12-01	Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
II.A.12-02	2021-2022 Monterey Peninsula College Catalog, General Education (pp. 70-74)
II.A.12-03	CSU General Education Breadth Requirements
II.A.12-04	2021 IGETC Standards, Policies and Procedures
II.A.12-05	Guiding Notes for General Education Review
II.A.12-06	MPC General Education Standards
II.A.13-01	California Community College Chancellor's Office Program and Course Approval Handbook (PCAH), Credit Programs Criteria and Standards (pp. 71-96)
II.A.14-01	Horticulture Advisory Board Meeting Minutes, Members Listing - March 2022
II.A.14-02	Hospitality Advisory Board Meeting Minutes, Curriculum Updates - January 2021
II.A.14-03	BUSC 150 - Course Outline of Record

II.A.14-04	2021-2022 Monterey Peninsula College Catalog, Automotive Technology (pp. 117-119)
II.A.14-05	MPC Website, School of Nursing
II.A.14-06	NCLEX-RN Pass Rates - First Time CA Educated Exam Testers
II.A.15-01	Administrative Procedure 4021 - Academic Program Revitalization and Discontinuance
II.A.15-02	Board Policy 4115 - College Catalog
II.A.15-03	Revitalization and Discontinuance Committee Recommendation INTD & DRFT Memo - May 2020
II.A.15-04	Revitalization and Discontinuance Committee Recommendation FACS Memo - February 2020
II.A.15-05	Revitalization and Discontinuance Committee Recommendation MASS Memo - August 2021
II.A.15-06	MPC External Program Review - Family and Consumer Science - November 2019
II.A.15-07	FRS Discontinuance Recommendation with Plan for Student Completion - January 2016
II.A.16-01	MPC Assessment System, Program Learning Outcome Assessment Screens
II.A.16-02	English Department Program Review - 2020-2021
II.B.1-01	MPC Website, Library, Student Technology & Library Resources
II.B.1-02	MPC Website, Library, Staff Directory
II.B.1-03	Online Library Help - Find Help Online
II.B.1-04	MPC Website, Library, Library Services & Policies
II.B.1-05	MPC Library ILL Policies
II.B.1-06	MPC Library Research Guides
II.B.1-07	MPC Website, Video Tutorials
II.B.1-08	MPC Website, Courses Offered
II.B.1-09	MPC Website, Archives and Special Collections Department
II.B.1-10	Math Learning Center Canvas Hub - Student Resources
II.B.1-11	MPC Website, STEM CEL
II.B.1-12	MPC Website, Tutoring & Academic Success Center
II.B.1-13	Fall 2022 Peer Tutor Training Schedule
II.B.1-14	MPC Website, Access Resource Center (ARC) Disability Services, High Tech Center (HTC)
II.B.1-15	Library Annual Program Review Update - Fall 2018

II.B.1-16	2020-2021 Math Department Program Review
II.B.1-17	2020-2021 Reading and Writing Center Program Review
II.B.1-18	Library Usage Tracking
II.B.1-19	MPC Library Survey - Spring 2021
II.B.1-20	Accudemia Tutoring Appointment System
II.B.1-21	Learning Center Survey Spring 2021
II.B.1-22	Learning Center Student Experience Survey
II.B.2-01	Library Research Databases
II.B.2-02	Library Collection Development Policy
II.B.2-03	Curriculum Advisory Committee Bylaws
II.B.2-04	MPC Website, Library Services and Policies, Library Computers
II.B.2-05	Job Description - Instructional Technology Specialist
II.B.2-06	Job Description - Library Systems Technology Coordinator
II.B.2-07	MPC Website, STEM CEL Resource List
II.B.2-08	High Tech Center Resource List & Checkout Statistics
II.B.3-01	2021-2022 Library Action Plan Requests
II.B.3-02	Library Data Usage Tracking
II.B.3-03	2020-2021 Library Survey Submissions
II.B.3-04	LIBR 50 Learning Assessment Report
II.B.3-05	MPC Website, EOPS, Student Equity Lending Library
II.B.3-06	Academic Affairs Board Report, Library Update - June 2022
II.B.3-07	Fall 2021 Flex Day Agenda
II.B.3-08	ENGL 400 Learning Assessment Report
II.B.3-09	2018-2019 Physical Science Comprehensive Program Review
II.B.4-01	MOBAC Website, About MOBAC
II.B.4-02	CCLC Library Services Platform Institutional Participation Agreement
II.B.4-03	MPC Link Systems Contract
II.B.4-04	MPC NetTutor 2021 Usage Analysis
II.C.1-01	Student Services Comprehensive Program Review Executive Summary
II.C.1-02	Student Services Access Resource Center (ARC) Annual Action Plan
II.C.1-03	Student Services TRIO Programs Annual Action Plan
II.C.1-04	Student Services Advisory Group (SSAG) Charge
II.C.1-05	2021-2022 Student Services Advisory Group Agendas - Compiled

II.C.1-06	Student Services Strategic Planning Initiatives- Objectives Tracker
II.C.1-07	2021-2022 Student Services Priorities
II.C.2-01	2020-2021 Admissions and Records Comprehensive Program Review, Student Success Prompt Excerpt
II.C.2-02	SAO Survey Assessment Spring 2022
II.C.2-03	2020-2021 Student Services Comprehensive Program Review - Hispanic Serving Institution Ready, Set, Transfer Project
II.C.2-04	MPC Website, Extended Opportunity Programs & Services
II.C.2-05	2020-2021 Student Services Comprehensive Program Review - EOPS, CARE & CalWORKs
II.C.2-06	Student Services Program Review, Student Success SAO Attainment Prompt Excerpt
II.C.2-07	2020-2021 Comprehensive Program Review - Counseling, Access Prompt Excerpt
II.C.2-08	2021-2022 TRIO Program Review Action Plan
II.C.2-09	Veterans Resource Center Reporting Requirement
II.C.2-10	TRIO 2020-2021 Final Annual Performance Report
II.C.2-11	2021-2022 Accessible EOPS Program Plan Final
II.C.2-12	2020-2021 CARE Year-End Report
II.C.2-13	2019-2020 Ready, Set, Transfer (RST) Title V Annual Performance Report
II.C.2-14	2020-2021 Engage, Promote, Connect Annual Performance Report
II.C.2-15	GP College and Career Guidance (CCG) Work Team - Full Recommendations Presentation - Fall 2020
II.C.2-16	College and Career Guidance (CCG) Work Team Recommendations to Establish SOAR
II.C.2-17	GP CCG Recommendations for Presentation Fall 2020 - Student Outreach and Recruitment (pp. 10-12)
II.C.2-18	Student Services Reorganization Plan to Implement CCG Recommendations - Spring 2021
II.C.2-19	CAP Completion Teams Meetings Schedule and Membership List - Spring 2022
II.C.2-20	EL CENTRO, End of Semester Survey Responses - Fall 2019
II.C.2-21	Jump Start Evaluation-Students 2021
II.C.2-22	Summer Bridge 2019 Student Evaluations
II.C.2-23	Data Metrics Presentation for JumpStart 2021
II.C.2-24	Noel-Levitz Student Satisfaction Survey
II.C.2-25	SSAG Agenda - April 2022

II.C.3-01	MPC Social Media Posts
II.C.3-02	MPC Website, Virtual Welcome Center
II.C.3-03	MPC Website, Marina Education Center Office Hours
II.C.3-04	MPC Website, Marina Education Center Event Calendar
II.C.3-05	MPC Student WebReg Portal
II.C.3-06	MPC Website, Counseling and Academic Advising
II.C.3-07	MPC Website, Counseling and Academic Advising in Marina
II.C.3-08	MPC Website, Admissions Support
II.C.3-09	MPC Website, Admissions and Records, Forms
II.C.3-10	MPC Website, Financial Aid, Forms
II.C.3-11	2021-2022 Student Services Annual Program Review Template, Equity Question Excerpts
II.C.3-12	2022-2023 MPC Catalog, Información en Español
II.C.3-13	MPC Website, Counseling, Counselor Languages Spoken
II.C.3-14	Results of Survey to Understand Student Support Needs During Shelter-in-Place
II.C.3-15	2021-2022 Monterey Peninsula College Catalog, Admission Information (pp.13-21)
II.C.3-16	2021-2022 Monterey Peninsula College Catalog, Student Information (pp. 47-59)
II.C.3-17	MPC Website, Student Services Menu
II.C.3-18	MPC Online Student Orientation (Sample Screens)
II.C.4-01	Board Policy 5700 - Intercollegiate Athletics
II.C.4-02	Administrative Procedure 5700 - Intercollegiate Athletics
II.C.4-03	Student Athlete Academic Progress Check
II.C.4-04	Board Policy 5400 - Associated Students Organization
II.C.4-05	Administrative Procedure 5400 - Associated Students Organization
II.C.4-06	ASMPC Bylaws
II.C.4-07	ASMPC Interclub Council Agenda - March 2018
II.C.4-08	ICC Post-Event Evaluation Form 2022
II.C.4-09	Statement of Compliance
II.C.4-10	MPC Student Athlete Responsibilities & Standards of Conduct
II.C.4-11	Club Activation Form
II.C.4-12	ICC Advisor Agreement
II.C.4-13	Student Organizations - Sample Constitution
II.C.4-14	Board Policy 5410 - Associated Students Elections

II.C.4-15	Dean of Student Services - Athletics Job Announcement
II.C.4-16	Equity in Athletics Disclosure Act (EADA)
II.C.4-17	Statement of Compliance of Title IX Gender Equity Form (R-4)
II.C.4-18	Job Description - Student Activities Coordinator
II.C.4-19	Administrative Procedure 5420 - Associated Students Finance
II.C.5-01	Administrative Procedure 5110 - Counseling
II.C.5-02	MPC Website, Counseling, Appointments (In-Person and Online)
II.C.5-03	MPC Website, Counseling Services in Marina
II.C.5-04	MPC Website, Access Resource Center, Counseling
II.C.5-05	MPC Website, Extended Opportunity Programs & Services, Counseling
II.C.5-06	MPC Website, First Year Experience
II.C.5-07	MPC Website, TRIO SSS
II.C.5-08	MPC Website, Veterans Resource Center
II.C.5-09	MPC Website, International Student Center, Forms & Contact Information
II.C.5-10	New Counselor Training Canvas Site
II.C.5-11	Spring 2022 In-Person New Student Orientation Presentation
II.C.5-12	MPC Website, First Year Experience
II.C.5-13	MPC Website, Umoja
II.C.5-14	EOPS & CARE Student Orientation Video
II.C.5-15	TRIO SSS New Student Orientation Presentation
II.C.5-16	MPC Website, Counseling, Major Requirement Worksheets
II.C.5-17	Social Justice Studies-Ethnic Studies Program Information Sheet
II.C.5-18	Administration of Justice Program Information Sheet
II.C.6-01	Board Policy 5010 - Admissions and Concurrent Enrollment
II.C.6-02	Administrative Procedure 5012 - International Students
II.C.6-03	Administrative Procedure 5013 - Students in the Military
II.C.6-04	MPC Website, Admissions and Records
II.C.6-05	2022-2023 MPC Catalog, Nursing
II.C.6-06	2022-2023 MPC Catalog, Emergency Medical Services
II.C.6-07	MPC Website, Nursing, Program Information
II.C.6-08	MPC Website, EMMS, Program Requirements Checklist
II.C.6-09	MPC Website, Admissions, Apply to MPC
II.C.6-10	MPC Website, Admissions, New Student Steps to Success

II.C.6-11	MPC Website, Counseling
II.C.6-12	2022-2023 MPC Catalog Example Program Maps
II.C.6-13	2022-2023 Student Services Org Chart
II.C.7-01	2020-2021 Student Services Comprehensive Program Review- Admissions and Records
II.C.7-02	MPC AB 705 Improvement Plan Submission to CCCCCO
II.C.7-03	Implementing AB 705, Supporting Equity and Student Success - Board Presentation - April 2022
II.C.7-04	CCCCO Memo, Assembly Bill (AB) 705 Implementation - July 2018
II.C.7-05	Multiple Measures Assessment Project (MMAP) Criteria
II.C.7-06	English & Math Placement Recommendation Based on Application
II.C.7-07	MPC Website, Student Services, Guided Placement
II.C.7-08	Examples of MPC ENSL Placement Results in Multiple Languages
II.C.7-09	MPC Website, AB 705 Placement Statistics
II.C.8-01	Board Policy 3310 - Records Retention and Destruction
II.C.8-02	Administrative Procedure 3310 - Records Retention and Destruction
II.C.8-03	2021-2022 Monterey Peninsula College Catalog- Student Rights and Responsibilities, Confidentiality of Records (p. 54)
II.C.8-04	MPC Website, Admissions and Records, Student Records
II.C.8-05	2022-2023 MPC Catalog, Student Rights and Responsibilities
II.C.8-06	Administrative Procedure 4231 - Grade Changes
III.A.1-01	MPC Full-Time Faculty Hiring Procedures
III.A.1-02	MPC Full-Time Faculty Hiring Procedure, Screening Committee Composition
III.A.1-03	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.1-04	Faculty Position Interview Invitation with Teaching Demonstration Instructions
III.A.1-05	Administrative Procedure 7123 - Recruitment and Hiring, Adjunct Faculty
III.A.1-06	Administrative Procedure 7121 - Recruitment and Hiring, Management and Confidential Positions
III.A.1-07	Administrator Interview Invitation with Presentation Instructions
III.A.1-08	Associate Dean of Instruction STEM Job Posting, Qualifications Excerpt
III.A.1-09	HR Announcement Campus Forums for Vice President of Academic Affairs Candidates
III.A.1-10	MPC Website, Human Resources Search Committee Training Resources

III.A.1-11	MPC Reference Check Template
III.A.1-12	Board Agenda Item, Approval of Classified Positions - August 2022
III.A.1-13	MPC Full-time Faculty Hiring Procedure, Position Announcement
III.A.1-14	Administrative Procedure 7121 - Recruitment and Hiring - Administrators and Managers, Development of the Job Announcement
III.A.1-15	Job Announcement - FT Spanish Faculty
III.A.1-16	Job Announcement - FT Kinesiology Faculty
III.A.1-17	Job Announcement - Director of Student Outreach and Recruitment
III.A.1-18	Job Announcement - Dean of Student Services, Athletics
III.A.1-19	Job Announcement - Equivalency and Application Process
III.A.1-20	MPC Website, Human Resources, Employment, Equivalency Procedures
III.A.1-21	Job Announcement - Division Office Manager
III.A.1-22	Job Announcement - Lead Instructional Specialist
III.A.1-23	Commitment to Equity - Job Announcement Template Language
III.A.1-24	Job Announcement - Associate Dean of Instruction - STEM
III.A.1-25	Job Description - Academic Affairs Coordinator
III.A.1-26	Job Description - Hospitality Lab Manager
III.A.2-01	Job Announcement - FT Kinesiology Faculty, Position Responsibilities
III.A.2-02	Job Announcement - FT ESL Faculty, Position Responsibilities
III.A.2-03	MPC Website, Human Resources, Equivalency
III.A.2-04	MPC Equivalency Application for Disciplines Which Generally Require a Master's Degree
III.A.2-05	Job Announcement - FT ESL Faculty, Desirable Qualifications
III.A.3-01	Board Policy 7120 - Recruitment and Hiring
III.A.3-02	Board Policy 7211 - Faculty Service Areas, Minimum Qualifications, and Equivalencies
III.A.3-03	Job Announcement - FT English as a Second Language Faculty
III.A.3-04	Job Announcement - FT Learning Skills Faculty
III.A.3-05	Job Announcement - Adjunct Hospitality Faculty
III.A.3-06	Job Announcement - Adjunct UMOJA Counselor
III.A.4-01	Administrative Procedure 7120 - Recruitment and Hiring
III.A.4-02	Job Announcement - FT Kinesiology Faculty, Foreign Transcript Evaluation Instructions
III.A.5-01	Administrative Procedure- 7150 Evaluations

III.A.5-02	2020-2023 MPC-CSEA Collective Bargaining Agreement, Article XII Evaluation Procedure
III.A.5-03	Evaluation Process for Confidential Employees
III.A.5-04	2019-2022 MPC-MPCTA Collective Bargaining Agreement, Article 14 Evaluation Procedure
III.A.5-05	MPC Management Team Evaluation Process and Forms
III.A.5-06	Human Resources Email to Supervisors Regarding Classified Evaluations
III.A.5-07	HR Classified Staff Evaluation Tracking Log 2021-2022 (Excerpt)
III.A.5-08	Human Resources Email to Supervisors Regarding Tenure-Track Faculty Evaluations
III.A.5-09	HR Tenure-Track Faculty Evaluation Tracking Log (Sample)
III.A.5-10	Evaluation Timeline, 1st-4th Years Tenure-Track
III.A.5-11	Evaluation Timeline, Tenured Faculty
III.A.5-12	Evaluation Timeline, Part-Time or Temporary Faculty
III.A.5-13	Evaluation Timeline, Division Chair
III.A.5-14	Human Resources Email to Supervisors Regarding Management Evaluations
III.A.5-15	Classified Employee Performance Evaluation
III.A.5-16	Confidential Employee Performance Evaluation
III.A.5-17	Evaluation Cover Sheet 1, 2, 4th Year
III.A.5-18	Evaluation Cover Sheet 3rd Year
III.A.5-19	Evaluation Cover Sheet Tenured
III.A.5-20	Evaluation Cover Sheet, Temporary Faculty - 1st Evaluation
III.A.5-21	MPC Management Team Evaluation Process and Forms, Form B Summary Evaluation.pdf
III.A.7-01	MPCCD Fall 2021 FON Compliance Calculation and Form
III.A.7-02	2022-2023 Faculty Position Request Rubric
III.A.7-03	2021-2022 Comprehensive Program Review Template, Program Health and Resources Prompt (Excerpt)
III.A.7-04	2022-2023 Faculty Prioritization Results Email
III.A.7-05	Fall 2022 Faculty & Staff Accreditation Survey Results
III.A.8-01	California Community Colleges Full-Time Faculty Obligation Fall 2021 Compliance Report
III.A.8-02	New Adjunct Instructor Orientation Checklist
III.A.8-03	Spring 2022 Adjunct Faculty Orientation Agenda
III.A.8-04	2022-2023 Academic Affairs Organization Chart

III.A.8-05	2019-2022 MPCTA Agreement, Article 23.4 - Division Chair, Job Description
III.A.8-06	2019-2022 MPCTA Agreement, Article 23.4 - Department Chair Duties
III.A.8-07	MPCTA/Academic Senate Faculty Evaluations Work Group Agenda - February 2021
III.A.8-08	Fall 2021 Flex Day Schedule
III.A.8-09	Guidelines for the Implementation of the Flexible Calendar Program, Part-Time (Adjunct) Faculty (pp. 11-13)
III.A.8-10	2019-2022 MPCTA Agreement, Article 11.3.2 - Flexible Calendar Obligation, Part-Time Instructional Faculty Members
III.A.8-11	Administrative Procedure 4105 - Distance Education, Distance Education Instructor Requirements
III.A.8-12	2019-2022 MPCTA Agreement, Article 30 - Distance Education
III.A.8-13	MPC Math Department - Outcomes from 2019-20 Community of Practice
III.A.8-14	ENGL Composition Committee Invitation and Agenda
III.A.8-15	Faculty and Staff Advancement Award Guidelines
III.A.8-16	2019-2022 MPCTA Agreement, Exhibit D-2 Annual Reassigned Time
III.A.8-17	Monterey Peninsula College Teachers Association Bylaws
III.A.8-18	Flex Day Agendas - Adjunct Presenters Highlighted
III.A.8-19	MPC Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Task Force Structure and Charge
III.A.8-20	Faculty Peer Observation Pilot Announcement
III.A.8-21	Student Ready Pilot Kick-Off Meeting Agenda
III.A.9-01	MPC HR Request to Fill Position Form
III.A.9-02	Classified Employee Evaluation Form 2022
III.A.10-01	Job Announcement - Dean of Student Services, Athletics, Desirable Qualifications
III.A.10-02	Academic Affairs Board Report - February 2022
III.A.11-01	Campus Email - Meeting of the Board Subcommittee for Governing Board Policies April 2022
III.A.11-02	Board Highlights - April 2022 Regular Board Meeting
III.A.11-03	2019-2022 MPC-MPCTA Collective Bargaining Agreement
III.A.11-04	2020-2023 MPC-CSEA Collective Bargaining Agreement
III.A.11-05	MPC Website, Human Resources, HR Forms and Documents
III.A.11-06	New Classified Orientation Packet
III.A.11-07	MPC Management Team Agenda - March 2022
III.A.11-08	HR Presentation to Management Team - March 2022

III.A.11-09	<u>2019-2022 MPC-MPCTA Collective Bargaining Agreement, Article 6 - Grievance Procedure</u>
III.A.11-10	<u>2020-2023 MPC-CSEA Collective Bargaining Agreement, Article 14 - Grievance Procedure</u>
III.A.11-11	<u>2019-2022 MPC-MPCTA Collective Bargaining Agreement, Article 7 - Complaint Procedure</u>
III.A.11-12	<u>Classified Employee Complaint Form</u>
III.A.12-01	<u>Board Policy 7100 - Commitment to Diversity</u>
III.A.12-02	<u>Board Policy 3410 - Nondiscrimination</u>
III.A.12-03	<u>Board Policy 3430 - Prohibition of Harassment</u>
III.A.12-04	<u>Resolution No. 2016-2017 48 Resolution of Support and Commitment to Undocumented Students</u>
III.A.12-05	<u>Board Agenda Item, Resolution in Support of Codifying Deferred Action for Childhood Arrivals into Law - September 2017</u>
III.A.12-06	<u>Resolution Reaffirming Solidarity with Black and African American Students, Faculty & Staff - January 2021</u>
III.A.12-07	<u>Board Agenda Item, Resolution No. 21-38 Affirming Monterey Peninsula Community College District's Commitment to Inclusivity, Diversity, Equity, and Anti-Racism - April 2021</u>
III.A.12-08	<u>Board Agenda Item, Resolution No. 22-39 Commemorating Asian American and Pacific Islander Heritage Month - April 2022</u>
III.A.12-09	<u>MPC Athletics Statement in Support of Black Lives Matter</u>
III.A.12-10	<u>MPC Theatre Statement in Support of Black Lives Matter</u>
III.A.12-11	<u>MPC Website, LGBTQIA+ Safe Space Program and Other Training Available at MPC</u>
III.A.12-12	<u>IDEA Task Force Recommendations - December 2021</u>
III.A.12-13	<u>Spring 2021 Flex Day Schedule</u>
III.A.12-14	<u>Board Agenda Item, Equal Employment Opportunity Presentation - August 2021</u>
III.A.12-15	<u>Administrative Procedure 3430 - Prohibition of Harassment</u>
III.A.12-16	<u>Board Policy 3430 - Prohibition of Harassment</u>
III.A.12-17	<u>Administrative Procedure 3435 - Discrimination and Harassment Complaints and Investigations</u>
III.A.13-01	<u>Board Policy 7360 - Discipline and Dismissal, Academic Employees</u>
III.A.13-02	<u>Board Policy 7365 - Discipline & Dismissal, Classified Employees</u>
III.A.13-03	<u>2019-2022 MPCTA Agreement, Article 15.16 - Workload, Discipline</u>
III.A.13-04	<u>2019-2022 MPCTA Contract, Article 20.8 - Part-Time Faculty, Discipline, Suspension</u>

III.A.13-05	2020-2023 CSEA Contract, Article XII, Suspension, Demotion, Release, and Dismissal
III.A.14-01	MPC Resource Guide to Institutional Decision Making, Flex Committee (p. 16)
III.A.14-02	Flex Exit Survey Fall 2021
III.A.14-03	2020-2023 CSEA Contract, Article VI - Professional Growth and Staff Development
III.A.14-04	Board Policy 7160 - Professional Development
III.A.14-05	Participatory Governance Presentation - Professional Development Survey Findings - Spring 2022
III.A.15-01	2020-2023 CSEA Collective Bargaining Agreement, Article XII, 12.4 Personnel Files
III.B.1-01	2020-2025 MPC Facilities and Technology Master Plan, Section Five, Prioritizing Projects (pp. 21-22)
III.B.1-02	MPC Facility Condition Assessment 2020
III.B.1-03	MPC Website, About MPC, Campus Information, Measure V Bond (2020)
III.B.1-04	MPC Resource Guide to Institutional Decision Making, Facilities Committee (p. 20)
III.B.1-05	MPC Resource Guide to Institutional Decision Making, Safety and Emergency Preparedness Committee (p. 24)
III.B.1-06	MPC Resource Guide to Institutional Decision Making, Technology Committee (pp. 25-26)
III.B.1-07	Facilities Help Desk Ticket System - LOBOS APPs
III.B.1-08	SWACC Annual Property and Liability Inspection Report
III.B.1-09	SWACC 90-Day Follow-Up Inspection Report
III.B.1-10	Keenan Safe Colleges Web-Based Safety Training
III.B.1-11	MPC Injury & Illness Prevention Program
III.B.1-12	Board Policy 6600 - Capital Construction
III.B.1-13	2020-2025 MPC Facilities and Technology Master Plan, Section Four (p. 14)
III.B.1-14	MPC Measure V Bond Gap Analysis Report
III.B.1-15	MPC Website, Administrative Services
III.B.1-16	MPC Website, Campus Security
III.B.1-17	MPC Website, Campus Security, Emergency Action Guide
III.B.2-01	Facilities Needs Flowchart
III.B.2-02	MPC Facilities Modification Request
III.B.2-03	2020-2021 Consolidated Program Review Action Plans, Facilities Requests
III.B.3-01	2020-2025 MPC Facilities and Technology Master Plan, Section Three (pp. 8-12)
III.B.3-02	Board Agenda Item, Approval of Measure V Initial Project List Budgets - June 2022

III.B.3-03	MPC Fusion Certification of Inventory for Fiscal Year 2021-2022
III.B.4-01	2020-2025 MPC Facilities and Technology Master Plan, Development Process (p. 7)
III.B.4-02	Review of Maintenance and Ground Services at MPC - January 2016
III.B.4-03	2020-2025 MPC Facilities and Technology Master Plan, Total Cost of Ownership (p. 12)
III.C.1-01	MPC Website, Information Technology Department
III.C.1-02	Job Description - Network Engineer
III.C.1-03	Job Description - Network Technician
III.C.1-04	Job Description - Information Technology Support Technician
III.C.1-05	Job Description - Programmer Analyst
III.C.1-06	Job Description - Instructional Technology Specialist
III.C.1-07	MPC Technical Support Online Help Desk System
III.C.1-08	MPC Website, IT Campus Standard Equipment List
III.C.1-09	MPC Measure V Bond Master Project List Report, Information Technology Projects
III.C.1-10	MPC Online Education & Canvas Help Desk System
III.C.1-11	Job Description - Online Instructional Design & Accessibility Specialist
III.C.1-12	Faculty Coordinator for Online Education Assignment Announcement
III.C.2-01	Building, Facility, Technology, Furniture, Fixture, and Equipment Needs Flowchart
III.C.2-02	Board Agenda Item, Approval of Contract for Data Center Project - February 2022
III.C.2-03	2016-2019 Technology Plan, Appendix C - Refresh Plan - Classroom Computers
III.C.2-04	2016-2019 Technology Plan, Appendix C - Refresh Plan - Faculty Staff
III.C.3-01	2020-2025 MPC Facilities and Technology Master Plan, Introduction (p. 3)
III.C.3-02	2020-2025 MPC Facilities and Technology Master Plan, Section Four (p. 13-20)
III.C.3-03	IT Inventory Refresh Report
III.C.3-04	Draft Technology Refresh Plan
III.C.3-05	MPC Canvas Participation Agreement and Security Whitepaper
III.C.4-01	MPC Technical Support Online Help Desk System, Solutions Knowledge Base
III.C.4-02	Fall 2022 Flex Day Agenda, Online Education Training
III.C.4-03	Online Education Faculty Professional Development Calendar
III.C.4-04	Online Faculty Resources
III.C.4-05	MPC Website, Student Technology & Library Resources
III.C.4-06	MPC Website, Student Technology & Library Resources, Online Library Help
III.C.4-07	MPC Online Education & Canvas Help Desk System, Submit a Ticket

III.C.4-08	MPC Online Education & Canvas Help Desk System, Example Solution
III.C.4-09	MPC Online Education & Canvas Help Desk System, Ticket Volume Report
III.C.5-01	Board Policy 3720 - Computer and Network Use
III.C.5-02	Administrative Procedure 3720 - Computer and Network Use
III.C.5-03	2022-2023 MPC Faculty Handbook, College Regulations (pp. 40-48)
III.C.5-04	OEI Course Design Rubric
III.C.5-05	2022-2023 MPC Faculty Handbook, Online Education (pp. 49-52)
III.D.1-01	MPC Website, Annual Budgets and Financial Audit Reports
III.D.1-02	Board Policy 6200 - Budget Preparation
III.D.1-03	Board Policy 6210 - General Fund Reserve
III.D.1-04	Board Policy 6250 - Budget Management
III.D.1-05	Board Policy 6300 - Fiscal Management
III.D.1-06	Board Agenda Item, Governor's January Budget Proposal for 2022-23 - January 2022
III.D.1-07	Unrestricted GF Multi-Year Analysis and Reserves
III.D.1-08	Administrative Procedure 6200 - Budget Preparation
III.D.1-09	Administrative Procedure 6250 - Budget Management
III.D.1-10	2021-2022 Final Budget Assumptions
III.D.1-11	MPC Resource Guide to Institutional Decision Making, Budget Committee (pp. 18-19)
III.D.1-12	College Forum Friday, May Revise and MPC Budget Email
III.D.1-13	MPC Website, Fiscal Services, Annual Budgets & Financial Reports
III.D.2-01	2021-2022 Final MPC Budget, College Overview & Mission Statement (p. 4)
III.D.2-02	2021-2022 Budget Development Calendar
III.D.2-03	Administrative Services Board Report, Including Quarterly Financial Statement - July 2022
III.D.3-01	Budget Packet Review Request and Tracking Sheet
III.D.3-02	2021-2022 Final MPC Budget, Description of Funds (pp. 7-8)
III.D.3-03	2021-2022 Final MPC Budget, Unrestricted General Fund Summary (p. 11)
III.D.3-04	MPC FTEF Allocation and FTES Targets Worksheet
III.D.3-05	2021-2022 Final MPC Budget, Unrestricted General Fund Five-Year Projections
III.D.5-01	Administrative Procedure 6300 - Fiscal Management
III.D.5-02	MPC Budget Setup Form

III.D.5-03	MPC Purchasing Authorization Guidelines
III.D.5-04	Fiscal Services Shared Budget Drive Example
III.D.5-05	Administrative Services Board Report - June 2022
III.D.5-06	Board Agenda Item, 2020-21 Annual Financial Audit Report - February 2022
III.D.5-07	Administrative Procedure 6400 - Financial Audits
III.D.6-01	FY2023 Weekly GL Data Posted for Budget Managers (Excerpt)
III.D.6-02	2021 MPCCD Annual Financial Audit Report
III.D.6-03	2020 MPCCD Annual Financial Audit Report
III.D.6-04	2019 MPCCD Annual Financial Audit Report
III.D.6-05	2018 MPCCD Annual Financial Audit Report
III.D.6-06	Board Agenda Item, MPC Measure I GO Bonds Performance Audit 2018-19
III.D.6-07	PRIE General Fund Institutional Contingency Budget for Program Review Action Plans
III.D.6-08	2022-2023 Instructional Materials (Lottery) Fund Allocations
III.D.6-09	Sample Strong Workforce Project Plan
III.D.6-10	Student Equity Plan, Priority Activities (pp. 5-11)
III.D.7-01	Board Policy 6400 - Financial Audits
III.D.10-01	Board Policy 5130 - Financial Aid
III.D.10-02	2021 MPCCD Annual Financial Audit Report, Special Revenue Funds
III.D.10-03	MPC Foundation Bylaws, Section 5.4 Standing Committees (p. 9)
III.D.10-04	MPC Foundation Audit Committee Meeting Agenda - September 2021
III.D.10-05	Board Agenda Item, Approval of MPC Foundation Financial Audit - April 2022
III.D.10-06	MPC Foundation Website, Audited Financial Statements
III.D.10-07	Board Policy 3280 - Grants
III.D.10-08	Pre-application Grant Approval Form
III.D.10-09	Board Policy 6320 - Investments
III.D.10-10	Administrative Procedure 6320 - Investments
III.D.10-11	CCCCO Budget and Accounting Manual, Debt Service Funds (p. 37)
III.D.10-12	Board Agenda Item, Monterey County Treasury Investment Quarterly Investment Report Ending December 2021 - February 2022
III.D.11-01	Alliant Renewal Strategic Planning Presentation for MPC - February 2020
III.D.11-02	2022-2023 Final Budget, Self-Insurance Budget Development (p. 29)
III.D.12-01	MPC Actuarial Study of Retiree Health Liabilities Under GASB 74-75 - October 2020

III.D.12-02	MPC Actuarial Study of Retiree Health Liabilities Under GASB74-75, Certification (p. 5)
III.D.12-03	2022-2023 Final Budget, OPEB Fund Summary (p. 30)
III.D.12-04	Board Policy 7340 - Leaves
III.D.12-05	Administrative Procedure 7340 - Leaves and Vacation - Management, Supervisory, and Confidential Employees
III.D.14-01	Board Policy 6740 - Citizens Bond Oversight Committee
III.D.14-02	Administrative Procedure 6740 - Citizens Bond Oversight Committee
III.D.14-03	CBOC Meeting Agenda - August 2022
III.D.14-04	CBOC Agenda Item, Accept Quarterly Bond Expenditure Report - August 2022
III.D.14-05	Board Agenda Item, Citizen's Bond Oversight Committee Annual Report for 2019-20 - November 2020
III.D.15-01	MPC Website, Financial Aid
III.D.15-02	USDOE Official Student Load Cohort Default Rate Notification FY 2018
III.D.15-03	USDOE Official Student Load Cohort Default Rate Notification FY 2019
III.D.16-01	Board Policy 6340 - Bids and Contracts
III.D.16-02	Board Policy 6370 - Contracts - Personal Services
III.D.16-03	Board Agenda Item, Sample Contract Approval - August 2022
III.D.16-04	2021-2022 CCAP Agreement with Legal Review
III.D.16-05	MPC ISA - Agency Agreement Template
IV.A.1-01	Board Agenda Item, MPC Board of Trustees Goals for Academic Calendar Year 2022-2023 - August 2022
IV.A.1-02	Board Agenda Item, Organizations and Staff Reports - August 2022
IV.A.1-03	Resource Guide to Institutional Decision Making, President's Advisory Group (p. 27)
IV.A.1-04	GP/AS Student and Academic Support Work Team - Formal Recommendations
IV.A.1-05	Guided Pathways Presentation - Redesign Recommendations to Enhance Academic & Learning Support
IV.A.2-01	Board Policy 2510 - Participation in Local Decision Making
IV.A.2-02	Board Policy 2410 - Board Policies and Administrative Procedures
IV.A.2-03	Board Policy 2511 - Academic Senate
IV.A.2-04	Resource Guide to Institutional Decision Making, Governance Groups (pp. 14-17)
IV.A.2-05	Administrative Procedure 2510 - Participation in Local Decision Making
IV.A.2-06	Resource Guide to Institutional Decision Making, Roles in Local Decision Making, Students (pp. 8-9)

IV.A.2-07	Board Policy 2015 - Student Member
IV.A.3-01	Teaching and Learning Committee Agenda - September 2022
IV.A.3-02	Campus Presentation, May Revise and Tentative Budget Update - June 2022
IV.A.5-01	Academic Senate Bylaws, Article VII - Committees
IV.A.5-02	Board Policy 2010 - Board Membership
IV.A.5-03	Board Policy 2200 - Board Duties and Responsibilities
IV.A.5-04	Board Policy 2310 - Regular Meetings of the Governing Board
IV.A.6-01	MPC Intranet, Committees
IV.A.6-02	President's Advisory Group Minutes - February 2022
IV.A.6-03	BoardDocs Website, MPC Governing Board
IV.A.6-04	BoardDocs Website, Sample Board Meeting Agenda Item with Attachments
IV.A.7-01	Board Policy 2745 - Board Self-Evaluation
IV.A.7-02	Resource Guide to Institutional Decision Making, Evaluation of the Resource Guide (p. 5)
IV.B.1-01	Board Policy 2430 - Delegation of Authority to the Superintendent President
IV.B.1-02	Administrative Procedure 2430 - Delegation of Authority to the Superintendent President
IV.B.1-03	Board Agenda Item, Adoption of Education Master Plan - January 2020
IV.B.1-04	2020-2025 MPC Educational Master Plan, EMP Process Diagram (p. 11)
IV.B.1-05	2020-2025 MPC Facilities and Technology Master Plan, Spring 2020 Development Process (p. 7)
IV.B.1-06	Superintendent-President Job Announcement
IV.B.1-07	Board Agenda Item, Approval of Tenure Track Faculty Positions - June 2022
IV.B.2-01	Board Policy 3100 - Organizational Structure
IV.B.2-02	Administrative Procedure 3100- Organizational Structure
IV.B.2-03	2022-2023 Faculty Handbook, MPC Organizational Charts (pp. 9-12)
IV.B.2-04	2022-2023 Faculty Handbook, Superintendent-President's Office (p. 9)
IV.B.2-05	PAG Agenda Item, Recommendation for Chief HR Officer Position - September 2022
IV.B.4-01	Board Policy 3200 - Accreditation
IV.B.4-02	MPC Resource Guide to Institutional Decision Making, Administrator Accreditation Role (p. 7)
IV.B.4-03	MPC Resource Guide to Institutional Decision Making, Academic Senate Accreditation Role (p. 14)

IV.B.4-04	<u>MPC Resource Guide to Institutional Decision Making, PAG Accreditation Role (p. 27)</u>
IV.B.4-05	<u>ISER Standards Responsibility Cross Walk</u>
IV.B.4-06	<u>AAAG Agenda, ISER Presentation - May 2022</u>
IV.B.4-07	<u>SSAG Agenda, ISER Presentation - April 2022</u>
IV.B.4-08	<u>ASAG Agenda, ISER Presentation - April 2022</u>
IV.B.4-09	<u>PAG Agenda Item, ISER Presentation - May 2022</u>
IV.B.4-10	<u>Academic Senate Agenda, ISER Presentation - September 2022</u>
IV.B.4-11	<u>Board Agenda Item, ISER Presentation - April 2022</u>
IV.B.4-12	<u>Campus Forum Announcement, How Your Work Supports Accreditation - April 2022</u>
IV.B.4-13	<u>Campus Forum Announcement, Accreditation ISER Updates and Review - May 2022</u>
IV.B.4-14	<u>Campus Announcement, ISER First Draft Campus Review - May 2022</u>
IV.B.4-15	<u>PRIE Committee Meeting Agenda Item - September 2021</u>
IV.B.5-01	<u>Board Policy 2435 - Evaluation of the Superintendent-President</u>
IV.B.5-02	<u>Board Agenda Item, Adopt the 2021-2022 Final Budget</u>
IV.B.6-01	<u>MPC Foundation Website, Board of Directors</u>
IV.B.6-02	<u>Monterey Peninsula Chamber of Commerce Website, Board of Directors</u>
IV.B.6-03	<u>Monterey County Workforce Development Board Meeting Agenda</u>
IV.C.1-01	<u>MPC Website, Governing Board Policies, Chapters 4 and 5</u>
IV.C.1-02	<u>Board Agenda Item, Approve July 2022 Purchase Orders - August 2022</u>
IV.C.1-03	<u>Board Agenda Item, Adopt the 2022-2023 Final Budget - August 2022</u>
IV.C.2-01	<u>Board Policy 2330 - Quorum and Voting</u>
IV.C.3-01	<u>Board Policy 2431 - Superintendent-President Selection</u>
IV.C.3-02	<u>MPC Website, Human Resources, Superintendent-President Search</u>
IV.C.3-03	<u>Superintendent-President Finalist Forums Campus Announcement</u>
IV.C.3-04	<u>Administrative Procedure 2435 - Evaluation of the Superintendent-President</u>
IV.C.3-05	<u>Board Agenda Item, Superintendent President Evaluation - March 2021</u>
IV.C.3-06	<u>Board Agenda Item, Superintendent President Evaluation - April 2021</u>
IV.C.3-07	<u>Board Agenda Item, Superintendent President Evaluation - May 2021</u>
IV.C.3-08	<u>Board Agenda Item, Superintendent President Evaluation - June 2021</u>
IV.C.4-01	<u>Board Policy 2340 - Agendas</u>

IV.C.4-02	Board Agenda, Public Comment - August 2022
IV.C.4-03	Board Policy 2345 - Public Participation at Governing Board Meetings
IV.C.4-04	Board Policy 2825 - Community Relationships
IV.C.4-05	MPC Website, Board Member Bios
IV.C.5-01	Board Policy 5050 - Student Success and Support Program
IV.C.5-02	Board Agenda Item, District's 2020-21 Measure I General Obligation Bonds Financial and Performance Audits - February 2022
IV.C.5-03	Board Agenda Item, Conference with Legal Counsel - February 2017
IV.C.6-01	Board Policy 2100 - Board Elections
IV.C.6-02	Board Policy 2210 - Officers
IV.C.6-03	Governing Board Policies, Chapter 2 - Board of Trustees
IV.C.7-01	MPC Website, Board of Trustees
IV.C.7-02	Board Policy 2305 - Annual Organizational Meeting
IV.C.7-03	2021 Board of Trustees Annual Organizational Meeting
IV.C.7-04	Board Policy 2360 - Minutes
IV.C.7-05	MPC BoardDocs Website, Meetings Page
IV.C.7-06	MPC Regular Board Meeting Email Announcement
IV.C.7-07	Board Policy 2220 - Committees of the Governing Board
IV.C.7-08	Proposed Revisions to Board Policy 5050
IV.C.7-09	Board Agenda Item, BP 5035 and 5050 Approval - November 2021
IV.C.7-10	Board Agenda Item, Receive Administrative Procedure 3250 - Institutional Planning
IV.C.7-11	Board Agenda Item, Receive Administrative Procedures 5013, 5200, and 5500
IV.C.7-12	Board Agenda Item, Approve Board Policies in the Area of Student Services
IV.C.7-13	Board Agenda, Board Retreat August 2022
IV.C.7-14	Board Agenda Item, Adopt the MPC Governing Board of Trustees Goals for 2022-2023
IV.C.8-01	Board Agenda Item, Approve the 2020-25 Educational Master Plan - January 2020
IV.C.8-02	Board Agenda Item, UMOJA Program Presentation - May 2022
IV.C.8-03	MPC School of Nursing Program Review Board Presentation - Spring 2022
IV.C.8-04	Board Agenda Item, Physical Science Comprehensive Program Review - May 2019
IV.C.8-05	Board Agenda Item, Social Science Comprehensive Program Review - October 2021
IV.C.8-06	Board Agenda Item, 2018 Student Success Scorecard Presentation - February 2019
IV.C.8-07	Board Agenda Item, MPC's Role in Achieving the Vision for Success - May 2019

IV.C.8-08	Board Agenda Item, Student Success in Spring 2020 - August 2020
IV.C.8-09	Board Agenda Item, MPC Student Overview - March 2021
IV.C.8-10	Board Agenda Item, 2020-2025 Educational Master Plan Progress Report - September 2022
IV.C.9-01	Board Policy 2740 - Board Education
IV.C.9-02	MPC Website, 2020 Trustee Elections
IV.C.9-03	Orientation Schedule for Prospective MPC Trustees - 2020 Election
IV.C.9-04	New Trustee Orientation Communication Sample
IV.C.9-05	Board Agenda, Board Retreat - February 2021
IV.C.9-06	Board Agenda, Special Board Meeting & Study Session - March 2021
IV.C.9-07	Board Agenda Item, Brown Act Training - November 2021
IV.C.9-08	2022 Board Member Conference Calendar
IV.C.9-09	2021 Board Future Planning Calendar
IV.C.9-10	Board Policy 2110 - Vacancies on the Governing Board
IV.C.9-11	Administrative Procedure 2110 - Vacancies on the Governing Board
IV.C.10-01	Administrative Procedure 2745 - Board Self Evaluation
IV.C.10-02	Board Agenda Item, Approve Self-Evaluation Timeline and Process - July 2021
IV.C.10-03	Board Agenda Item, Approve Board Self-Evaluation Survey and Recipients - August 2021
IV.C.10-04	MPC Governing Board 2021 Evaluation Survey (MPC)
IV.C.10-05	Board Agenda Item, Presentation and Discussion of Board Self-Evaluation Results - June 2022
IV.C.10-06	Board Agenda Item, Approval of 2022 Governing Board Goals - December 2021
IV.C.10-07	Board Agenda Item, Approval of Revisions to Board Policy 2715 - January 2022
IV.C.11-01	Board Agenda Item, Ad Hoc Committee Report (BP 2715) Regarding Complaint #1 against Trustee
IV.C.11-02	Board Agenda Item, Ad Hoc Committee Report (BP 2715) Regarding Complaint #2 against Trustee
IV.C.11-03	Ad Hoc Committee Report and Recommendations Related to Complaint #1 - August 2022
IV.C.11-04	Administrative Procedure 2712 - Conflict of Interest Code
IV.C.12-01	Board Agenda Item, Advanced Planning - Future Topics, Items for Study Sessions & Retreats - March 2022
IV.C.13-01	MPC ACCJC Board Training - May 2021

IV.C.13-02	<u>Board Agenda Item, ISER Training Update and Discussion - May 2021</u>
IV.C.13-03	<u>Board Agenda Item, Approve Accreditation Follow-up Report - October 2018</u>
IV.C.13-04	<u>Board Agenda Item, 2022 ISER Presentation and Review of First Draft - June 2022</u>
IV.C.13-05	<u>Board Agenda Item, Approval of 2020 Midterm Report - September 2020</u>

Appendix B - Acronym Glossary

A&R	Admissions and Records
AA-T	Associate in Arts for Transfer
AAAG	Academic Affairs Advisory Group
AB	Assembly Bill
ACCCA	Association of California Community College Administrators
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACRL	Association of College and Research Libraries
ACT	Assistive Computer Technology
ADT	Associate Degree for Transfer
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
ARC	Access Resource Center
ASCCC	Academic Senate for California Community Colleges
ASE	(National Institute for) Automotive Service Excellence
ASMPCC	Associated Students of Monterey Peninsula College
AUA	Acceptable Use Agreement
BP	Board Policy
C-ID	Course Identification Numbering System
CAC	Curriculum Advisory Committee
CAI	Computer-Assisted Instruction
CAP	Career and Academic Pathway
CARE	Cooperative Agencies Resources for Education
CBOC	Citizen's Bond Oversight Committee
CCAP	College and Career Access Pathways
CCCAA	California Community College Athletic Association
CCCCO	California Community College Chancellor's Office
CCG	College and Career Guidance
CCLC	Community College Library Consortium

CCNA	Cisco Certified Network Associate
CCSS	Community College Search Services
CDP	Census-Designated Places
CDR	Cohort Default Rate
CEH	Certified Ethical Hacker
CHRO	Chief Human Resources Officer (see also VPHR)
CLEP	College-Level Examination Program
CMS	Course Management System
COOP	Cooperative Work Experience Education
COR	Course Outline of Record
COUN	Counseling
CPA	Certified Public Accountant
CPL	Credit for Prior Learning
CSEA	Classified School Employees Association (see also MPCEA)
CSU	California State University
CSUMB	California State University Monterey Bay
CTRC	Career and Transfer Resource Center
EEO	Equal Employment Opportunity
EI CENTRO	The Center for Excellence in Transfer College Readiness and Opportunities
EMP	Education Master Plan
EMT	Emergency Medical Technician
EOPS	Extended Opportunity Programs and Services
EPC	Engage, Promote, Connect Program
ERP	Enterprise Resource Planning
EW	Excused Withdrawal
FAFSA	Free Application for Federal Student Aid
FASA	Faculty and Staff Advancement
FERPA	Family Educational Rights and Privacy Act
FON	Faculty Obligation Number
FORA	Fort Ord Reuse Authority
FSA	Faculty Service Area

FYE	First Year Experience
GAAP	Generally Accepted Accounting Principles
GE	General Education
GEO	General Education Learning Outcomes
GF	General Fund
GP	Guided Pathways
HEERF	Higher Education Emergency Relief
HR	Human Resources
HSS	Humanities and Support Services
HTC	High Tech Center
IB	International Baccalaureate
ICC	Inter-Club Council
IIPP	Injury and Illness Prevention Program
ILO	Institutional Learning Outcomes
IPEDS	Integrated Postsecondary Education Data System
IPH	Integrated Planning Handbook
ISA	Instructional Service Agreement
ISER	Institutional Self-Evaluation Report
ISS	Institution-Set Standards
LAC	Learning Assessment Committee
LNSK	Learning Skills
LSP	Library Systems Platform
MLC	Math Learning Center
MOBAC	Monterey Bay Area Cooperative Library System
MOUT	Military Operations on Urban Terrain
MPC	Monterey Peninsula College
MPCEA	Monterey Peninsula College Employees Association (see also CSEA)
MPN	Master Promissory Note
MSUB	Math Science Upward Bound
NCLEX	National Council Licensure Examination for Registered Nurses
NCM	Network Configuration Management

NPM	Network Performance Monitor
OAA	Office of Academic Affairs
OEC	Online Education Committee
OER	Open Educational Resources
OPEB	Other Post-Employment Benefits
PAG	President's Advisory Group
PCAH	Program and Course Approval Handbook
PERS	Personal Development
PLO	Program Learning Outcomes
POST	Peace Officer Standards and Training
PRIE	Planning, Research, and Institutional Effectiveness
QWEL	Qualified Water Efficient Landscaper
RICH	Respect, Integrity, Commitment, and Heart
RST	Ready, Set, Transfer Program
RWC	Reading and Writing Center
S/P	Superintendent/President
SaaS	Software as a Service
SAO	Service Area Outcomes
SB	Senate Bill
SEP	Student Equity Plan
SIS	Student Information System
SLO	Student Learning Outcomes
SOAR	Student Outreach and Recruitment/Retention
SRP	Student Ready Program
SSAG	Student Services Advisory Group
STAC	Systemwide Technology Access Collaborative
STEM	Science, Technology, Engineering, and Math
STEM CEL	Science, Technology, Engineering, and Math Cohort-Enhanced Learning
SWACC	Statewide Association of Community Colleges
T&LC	Teaching and Learning Committee
TASC	Tutoring and Academic Success Center

TEAS	Test of Essential Academic Skills
TES	Transfer Evaluation System
TPP	Teacher Pathways Program
TRIO SSS	TRIO Student Support Services
UC	University of California
UCTP	University of California Transfer Pathways
USDOE	United States Department of Education
VPAA	Vice President of Academic Affairs
VPAD	Vice President of Advancement
VPAS	Vice President of Administrative Services
VPHR	Vice President of Human Resources (see also CHRO)
VPSS	Vice President of Student Services
VRC	Veterans Resource Center
