

Accreditation Forum

MPC received the *Action Letter* from Accrediting Commission for Community and Junior Colleges (ACCJC) on February 6, 2017 following our Accreditation Site Visit last October.

Our college has worked diligently and thoughtfully on our Institutional Self Evaluation Report (ISER). We celebrate and honor this work, the leadership and diligence of the Accreditation Steering Committee and the progress we are making together as a college.

We appreciate the Commission's thorough evaluation of the many facets of our college and its report.

The visiting team's report validates our own self-study – the areas in which we excel and the areas we are working on to improve our college.

What does this mean for our students?

- MPC continues to remain fully accredited
- Our Degrees and Certificates continue to be transferable and of high quality
- We do, and will, continue to offer outstanding teaching and student services
- We will continue to be a caring and supportive institution of higher learning for our students
- We are a great college

What does this mean for the college?

- The ACCJC Report validates the direction the college has been going and our Institutional Self Evaluation Report (ISER).
- We know where we are strong and where we need to continue the work we have already begun
- We remain fully accredited while under sanction
- We need to work quickly as one team to meet all the Standards
- We are required to submit a Follow-Up Report by March 15, 2018 with a subsequent Site Visit
- We have a strong team in place and will build an even greater college

MPC received:

6 Commendations (see attachment)

Two of the Commendations after this Site Visit were for Distance Education after Distance Education had received a "Recommendation" in the Team Report after the 2010 Accreditation Visit.

Recommendations are in two categories (see attachment)

- **17 "Recommendations to Meet the Standard"**
- **5 "Recommendations to Improve Quality"**

NEXT STEPS:

- “Cabinet Plus” will serve as the Accreditation Response Steering Committee. The following members will be invited to join ~~bi-weekly~~ **monthly** meetings with Cabinet members:
 - ASMPC President
 - Academic Senate President
 - Co-Chairs of Presidents Advisory Group (PAG)
 - Co-Chairs of the Learning Assessment Committee (LAC)
 - Chair of Curriculum Advisory Committee (CAC)
 - Co-Chairs of Planning, Research and Institutional Effectiveness Committee (PRIE)
 - MPCTA President
 - MPCEA President
 - Instructional and Student Service Deans
 - Director of Institutional Research

- Work will be completed by various groups at MPC. They will be invited to Cabinet Plus meetings to report regularly on progress.

- Planning, Research and Institutional Effectiveness (PRIE) is a new committee. Members are:
 - Dean of Planning, Research and Institutional Effectiveness (PRIE)
 - VPAA, VPSS, VPSA or their designee
 - Accreditation Liaison Officer
 - Director of Institutional Research
 - Academic Senate President or designee
 - MPCSEA President or designee
 - ASMPC Representative
 - Three faculty appointed by the Academic Senate, at least one from Student Services
 - Director of Student Success and Equity
 - Student Learning Outcome Coordinator or designee from the Learning Assessment Committee
 - Director of Information Systems and Technology

- Board of Trustees will include *Accreditation Response Update* as a standing information item on their agenda every month.

TIMELINE:

- December 2017 – Draft Follow-Up Report with Evidence to ACCJC
- January 2017 – Final Follow-Up Report to ACCJC
- February 2018 – Board Approval of the Final Follow-up Report
- March 2018 - Submit Final Follow-up Report to ACCJC
- March-April 2018 (TBA) – ACCJC Follow-up Site Visit
- June 2018 – ACCJC Action Letter based on Follow-up Report and Site Visit

COMMENDATIONS

#	Commendations Received
1	The College should be commended for its use of flex days to generate dialogue on student learning and achievement through instructors and programs reflections. (Standard IB, III.A.14).
2	MPC has a robust catalog review process that serves as a catalyst for program updates for both the website and hardcopy publications. Throughout Standard IC, the catalog review process is mentioned as a driver for updating various sources of information such as calendars, student fees, financial aid and other information for students and the public. Due to the comprehensive nature of the catalog review process, the college implemented significant process and timeline improvements aligned with curricular deadlines both internally and externally. The document includes the Institutional Goals and current information regarding college directions such as status on AD-T degrees. A supplement is published so that revised information is always available for students and the public. With the newly revised process, the need for a supplement will be reduced and possibility eliminated over time. The catalog review process includes specific program and course level information including certificate and degree options and student learning outcomes. While MPC sees areas for improvement regarding clarity and presentation, the Catalog Review Process provides an excellent mechanism for making such revisions. Particularly given the colleges ability to significantly revise the process relatively quickly, this is a robust process that could be adapted for use in other institutional efforts. (Standard IC)
3	The team commends the College on its efforts to grow its online offerings, including a 200 percent increase in the number of students enrolled in online sections over the past four years, its support for students and faculty through its innovative Online Team Support—a "concierge" approach to student and faculty support, and its website that provides an FAQ and tutorials to students and faculty enrolled in and teaching online courses. (Standard IIA)
4	The team commends the office of student activities for providing meaningful engagement among and services for Monterey Peninsula College students through a variety of means. The culture of inclusion and active student participation maintained by the student activities office demonstrates a commitment to student success. (Standard IIC)
5	The team commends MPC for its student services programs, which demonstrate a positive culture of continual self-improvement and a commitment to change as needed to improve student success. (Standard IIC)
6	MPC's Institutional Committee on Distance Education should be commended for its extensive faculty training and support site on MPC online. MPC faculty who desire to teach online or enhance their online offerings, have the option to complete the MPC Online Teaching Certificate as well as the MPC Online Course Design Certificate. In addition, the website contains a plethora of training materials including a Faculty Handbook for Online Instruction, strategies for online teaching and learning, and course design templates. This exemplary resource could be used as a best practices site for online faculty training throughout the state. (Standard IIIC)

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility All Hands on Deck	Progress (Green font = Completed or Nearly Completed)
1	In order to meet the standards, the team recommends that the College completes the implementation of TracDat and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. When the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)	<ul style="list-style-type: none"> ● PRIE ● LAC 	<ul style="list-style-type: none"> ● TracDat is in use for Course Reflections since January 2017. ● TracDat planning for Service Area Outcomes (SAO) assessment in progress in spring 2017.
2	In order to meet the standards, the team recommends the College develop a process and calendar to assess College's progress and planning processes in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)	<ul style="list-style-type: none"> ● PRIE 	<ul style="list-style-type: none"> ● The Planning Research and Institutional Effectiveness (PRIE) committee has been formed. ● Dean of Planning, Research and Institutional Effectiveness - spring 2017.
3	In order to meet the standards, the team recommends that the College attain the sustainability level per the ACCJC rubric for SLO assessment by raising the percentage of courses for which SLOs have been evaluated and increasing the percentage of programs that have had PLOs assessed. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)	Academic Senate <ul style="list-style-type: none"> ● LAC ● CAC 	<ul style="list-style-type: none"> ● Progress is being made in SLO assessment. In March 2014, 181 out of 830 courses were reported as assessed (21.8%). In October 2016, 664 out of 1417 courses were reported as assessed (46.9%). ● According to the LAC plan approved by Academic Senate, AAAG and CAC, all courses will be assessed by July 1, 2017 or be archived in CurricUNET. Only assessed courses will be included in the 2018-19 College Catalog. ● Timelines for cycles of assessment were established by LAC and endorsed by Academic Senate AAAG, and CAC ● All instructional divisions have established course assessment plans for at least one program of study ● TracDat is in use for Course Reflections effective January 2017.
4	In order to meet the standards, MPC needs to engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning needs to be linked to short-ranged and long-ranged needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, ER19)	<ul style="list-style-type: none"> ● PRIE 	<ul style="list-style-type: none"> ● The Planning Research and Institutional Effectiveness (PRIE) committee has been formed. ● Dean of Planning, Research and Institutional Effectiveness - spring 2017.

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5	In order to meet the standard, the team recommends that MPC develop a process to ensure student complaints can be logged, resolved, reviewed and analyzed for improvement. (Standard I.C.8)	<ul style="list-style-type: none"> • Student Services Council 	<ul style="list-style-type: none"> • A full student complaint log was developed prior to the site visit. Will continue to review process for improvement.
8	In order to meet the standards, the team recommends that the College conduct regularly scheduled library surveys of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior and experience and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)	<ul style="list-style-type: none"> • Office of Institutional Research • Library Division 	
9	In order to meet the standards, the team recommends that the College improve its evaluation process of student support and learning services to include discussion of services offered at all centers and for distance education based on robust Service Area Outcomes and Student Learning Outcomes assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1, II.C.2)	<ul style="list-style-type: none"> • Student Services Council 	<ul style="list-style-type: none"> • Full review of student services at the Centers and for distance education is in process. • Dean of Student Services/Marina position and hiring approved by the Board. Hiring process has begun. Dean will be in place in fall 2017 to provide full time leadership.
13	In order to meet the standards, the team recommends that the college create a Human Resources staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, ER 8)	<ul style="list-style-type: none"> • HR • Cabinet 	<ul style="list-style-type: none"> • Cabinet members presented a high level draft of staffing to the college in August 2016 that would start to address some of the gaps.
14	In order to meet the standards, the team recommends that employee evaluations be regularly and consistently conducted for all employee groups. The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning. (Standards III.A.5, III.A.6)	<ul style="list-style-type: none"> • HR • Cabinet • Negotiations 	<ul style="list-style-type: none"> • Full-time and part-time faculty, and classified staff evaluations are being regularly and consistently conducted. • Administrative and Executive evaluations are being tracked and will be completed more regularly and consistently in spring 2017 and on. • Second part of the recommendation is in negotiations at this time.

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15	In order to meet the standard, the team recommends that the College establish a review schedule of policy and procedures relevant to Human Resources. (Standards III.A.11, III.A.12, III.A.13)	<ul style="list-style-type: none"> HR Cabinet 	
16	In order to meet the standards, the team recommends that the college immediately address network vulnerabilities starting with implementing a firewall solution in order for the College to ensure its technology infrastructure are appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1, III.C.3)	<ul style="list-style-type: none"> Information Services Dept 	<ul style="list-style-type: none"> Information Services Dept. has completed key changes to improve the security of the District's technology. Information Services Dept. has identified the need to upgrade key components of the District's networking infrastructure. Additional hardware and software has been procured and is in the process of being installed.
17	In order to meet the standards, the team recommends that the college complete and roll out the Information Technology Disaster Preparedness/Recovery Plan in order to recover data and system functionality for the college to operate in the event of a disaster. (Standards III.C.1, III.C.2)	<ul style="list-style-type: none"> Information Services Dept 	<ul style="list-style-type: none"> The Information Technology Disaster Preparedness/Recovery DRAFT Plan has been completed. The Technology Committee begins review of the plan February 10, 2017.
18	In order to meet the standards, the team recommends that the College completes the revisions and implementation of all board policies. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Governing Board policies and administrative regulations are easily accessible through the College's website and other methods it deems appropriate for the college community and the public. (Standards III.C.5, IV.C.6, IV.C.7)	<ul style="list-style-type: none"> President Board of Trustees 	<ul style="list-style-type: none"> 30 Administrative Board Policies were reviewed and approved by the Board of Trustees in 2016. 28 Student Services policies were approved in PAG in January and are ready for Board Sub-committee review. 9 Academic Affairs Board policies have been approved. 3 are being forwarded to the Board Sub-Committee for review; and 6 have been forwarded to the Academic Senate for review. Last 3 are being reviewed in Academic Affairs.

#	Recommendation Text	Lead Responsibility All Hands on Deck	Progress (Green font = Completed or Nearly Completed)
19	In order to meet the standards, the team recommends that the College discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund without the need to make significant draws against unrestricted fund balance, one-time resources or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)	<ul style="list-style-type: none"> ● President ● CBO ● Board 	<ul style="list-style-type: none"> ● Measures to improve efficiency have been implemented such as implementation of EMS and changes to scheduling practices such as the new schedule blocks. ● Measures to increase enrollment are in process such as Dual Enrollment with high schools and Dual Admission with CSUMB. ● Development of the Fort Ord Center (Marina and PSTC) - grow enrollments, expand services, establish anchor programs, spread of schedule day/evening/weekend ● Faculty prioritization process has been improved and hiring is taking place in productive and efficient disciplines. ● Position control and review is being implemented. ● Cost reduction actions ● Develop pathways and program approach ● Promote and market programs and the college ● Improve retention ● Develop a plan and support for international student recruitment and enrollment ● Synchronized calendar with CSUMB
20	In order to meet the standard, the team recommends that the College develop a funding plan and set aside funds in each year's budget to fund the OPEB actual required contribution (ARC) each year (Standard III.D.12)	<ul style="list-style-type: none"> ● President ● CBO ● Board 	<ul style="list-style-type: none"> ● The latest, required OPEB actuarial has been completed as of February 7, 2017. Funds have been identified to transfer to the OPEB trust. ● The ARC will be included in budget development for 2017-18.
21	<p>In order to meet the standard, the team recommends MPC clarify Board, administrators, classified and faculty roles in the decision-making process and routinely evaluate and monitor these roles.</p> <p>These roles are not distinctly differentiated at faculty level between Academic Senate and the faculty bargaining unit's role in participatory governance and labor relations. (Standard IV.A.6)</p>	<ul style="list-style-type: none"> ● Academic Senate ● Cabinet 	<ul style="list-style-type: none"> ● New "Decision Making Process" (handbook) was adopted by the college in fall 2016 and in being implemented. ● President's Advisory Group (PAG) was re-envisioned. ● Planning, Research and Institutional Effectiveness (PRIE) committee has been formed.
22	In order to meet the standard, the team recommends that MPC should develop a calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness (Standard IV.A.7)	<ul style="list-style-type: none"> ● PRIE 	

Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Green font = Completed or Nearly Completed)
6	In order to improve, the team recommends that the College develop more intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation in student learning outcomes assessment from all faculty. (Standard II.A.3)	<ul style="list-style-type: none"> • LAC 	<ul style="list-style-type: none"> • Cycles of course assessment have been developed by the LAC, and approved by the Academic Senate, AAAG, and CAC. • The LAC provided TracDat training on course-level assessment to a large group of faculty in Spring Flex 2017. • Divisions are inviting the LAC to conduct course-level assessment TracDat training. • The LAC is working on the program-level assessment module in TracDat in spring 2017.
7	In order to improve, the team recommends that the College use enrollment data to inform scheduling decisions and implement an enrollment management system to facilitate data usage. (Standards II.A.6; II.A.10)	<ul style="list-style-type: none"> • VPAA 	<ul style="list-style-type: none"> • EMS training was provided to Division Chairs and DOMS in December 2016. • EMS has been implemented and has been in use since January 2017. • It is being used to plan and finalize summer and fall 2017 schedules now.
10	In order to improve, the team recommends that all student services provided at the Marina Education Center be consistently scheduled and published. (Standard II.C.3)	<ul style="list-style-type: none"> • VPSS 	<ul style="list-style-type: none"> • All Student Services at the MEC are being reviewed. A consistent schedule will be published. • Hiring is in process to fill staff vacancies in the MEC.
11	In order to improve, the team recommends that the College obtain accurate data on students receiving comprehensive and abbreviated student education plans and review the data regularly to make appropriate action plans to increase Student Success. (Standard II.C.5)	<ul style="list-style-type: none"> • VPSS • Office of Institutional Research 	<ul style="list-style-type: none"> • MPC currently has accurate data on comprehensive and abbreviated student educational plans. They will continue to be collected and reviewed to inform actions taken to increase student success. • Documentation of improvements will be provided.
12	In order to improve, the team recommends that the College update its administrative hiring procedures. (Standard III.A.3)	<ul style="list-style-type: none"> • HR 	

Selected Bright Spots from the Evaluating Team Report

The team found members of the campus community to be open and passionate about the College and the role they play in students' lives. (p. 5)

A large percentage of faculty, staff and administrators are knowledgeable about the mission statement and believe it helps to drive priorities at the campus. (p. 17)

The College should be commended for its robust process of generating dialogue on student learning and achievement. A review of program review documents shows consistent use of program evaluation and that instructional programs follow the same template to evaluate program effectiveness. (p. 19)

The College's Institutional Self Evaluation Report provides evidence that graduates who complete 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. ... The SER cites two exemplary programs at the College: Nursing, which has a 93 percent NCLEX pass rate, and Automotive Technology, which awards an Automotive Service Excellence Certification. (p. 32)

The library has successfully initiated a unique service which enables instructors to bring online journal articles, e-books, and other digital resources from the library's discovery system directly into the online learning environment. [T]his technology speaks to the collaborative relationship between librarians and instructors in their mutual support for student success. (p. 34)

The English and Studies Skills Center (ESSC) have a vibrant presence on campus. During the fall of 2014, surveys were conducted to determine the needs of English as a Second Language (ENSL) students. The surveys revealed that additional support in the way of resources available to ESSC tutors and students were needed. As a result, textbooks were purchased for ENSL students to borrow and an online resource was created pointing to resources on the ESL site. In 2015, 77 percent of ENSL students reported using the ESSC regularly. Also in 2015, research was conducted that showed students taking English 400 had much higher success rates in English 111 and English 1A than those students who did not take English 400. (p. 36)

The Student Service Programs provide quality services regardless of location or means of delivery and provide an adequate means of evaluation. The student services staff demonstrate a positive culture of continual self-improvement and a commitment to change as needed to improve student success. (p. 39)

The College has worked diligently to enhance and update key technology resources across campus with the 2013-2016 Technology Plan as its guide. The plan is a very detailed and honest review of the college's technology vulnerabilities verified by external experts. The College conducted numerous surveys of its staff and students to determine the prioritization of needed upgrades and they successfully implemented several key fixes. MPC acknowledges there is

much more to do and they are working to develop a long range budget plan to address these needs. (p. 54)

Read in tandem, the College's Technology Plan and Education Master Plan describe the technology goals and objectives of the College. These plans exemplify the collaborative nature of the shared governance process utilized by the IT Department, the Technology Committee and the Instructional Committee on Distance Education (ICDE). (p. 54)

The College has made great strides in improving its distance education faculty training program. Proactive assistance on the MPC Online site offers faculty technical and pedagogical training in online learning in a multitude of formats. (p. 54)

The College recently transferred OPEB funds to an irrevocable trust which has provided about 36 percent of the funds necessary to cover this liability. The College has begun to make good progress relative to this obligation. (p. 58)

Evidence that the college governance structure relies on its employees' expertise and input for decision-making include information from a 2014 Faculty and Staff Survey, where 83.7 percent of respondents indicated that they know how to participate and provide input to the planning process; and 80.4 percent of respondents agreed with the statement "I know my area's program review and action plans are integrated into the College's planning and resource allocation process." (p. 68)

MPC inspires its students to also participate in decision-making process where students have direct and reasonable interest. (p. 69)

Actionable Improvement Plans

Identified in MPC's 2016 Self Evaluation Report

AIP 1. The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.

Primary Focus: Improving course and program-level learning outcome assessment practices
(Outcomes assessment; data)

Related Standards: I.B.2, I.B.5, I.B.6
I.C.3, I.C.4
II.A.2, II.A.3, II.A.16

AIP 2. The College will implement tools and revise processes to improve its Planning and Resource Allocation Process and more effectively connect data elements in SLO/SAO assessments, annual action plans, program review, and resource allocation with institutional goals.

Primary Focus: Improving processes and tools that support integrated planning
(Technology; outcomes assessment; data)

Related Standards: I.B.4, I.B.7, I.B.8, I.B.9

AIP 3. The College will complete implementation of its an Enrollment Management System (EMS) and use analysis of data from EMS strategic enrollment planning based on two-year course plans for degrees and course plans for certificates.

Primary Focus: Linking enrollment management planning to course plans for degrees and certificates
(Technology; data)

Related Standards: II.A.5

AIP 4. The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.

Primary Focus: Improving program-level learning outcome assessment practices
(Outcomes assessment)

Related Standards: II.A.11

Actionable Improvement Plans

Identified in MPC's 2016 Self Evaluation Report

AIP 5. The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Primary Focus: Ensuring sufficient and appropriate staffing
(Staffing)

Related Standards: III.A.7, III.A.9, III.A.10

AIP 6. The College will implement new tools for multi-year budget planning and monitoring as recommended in a review conducted by the Collaborative Brain Trust (CBT) in order to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.

Primary Focus: Improving multi-year budget projections
(Budget; data; communication)

Related Standards: III.D.1

AIP 7. The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

Primary Focus: Improving long-range financial planning
(Budget)

Related Standards: III.D.1, III.D.16

AIP 8. The College will use recommendations from the Collaborative Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Primary Focus: Improving effectiveness of governance and decision-making to support integrated planning
(Communication)

Related Standards: IV.A.5, IV.A.6, IV.A.7

Quality Focus Action Projects

Identified in MPC's 2016 Self Evaluation Report

Project 1. Implementation of an Enrollment Management System (EMS)

Supports Access

Improves understanding of students' scheduling needs & preferences

Supports Student Success

Ability to support "year-ahead" scheduling, in order to help students plan for program completion

Supports Institutional Effectiveness

Improves efficiency and flexibility of internal scheduling processes

Project 2. Implementation of TracDat

Supports Access

Improves communication of student needs emerging from program review & learning outcome assessment

Supports Student Success

Integrates program review, assessment results, and achievement data into planning processes and provides clear links to Institutional Goals

Supports Institutional Effectiveness

Streamlines data collection, assessment, and reporting practices

Project 3. Acquisition & Implementation of an Enterprise Resource Planning (ERP) system

Supports Access

Provides ability to implement waitlists and communicate waitlist information to students

Supports Student Success

Improves capacity for tracking students' progress toward program completion

Supports Institutional Effectiveness

Improves data integrity, availability, and reporting capabilities for institutional data