MPC

MONTEREY PENINSULA

COLLEGE

ACCREDITATION FORUM

Students Always Come First

AGENDA

- Celebrating our college
- Review the ACCJC Report
  - Commendations
  - Recommendations
- Plan of Action
- Timeline

CELEBRATING OUR COLLEGE

- Much to be proud of – Accomplishments and Progress:

    – Dedicated and diligent Accreditation Steering Committee

    – Visiting team appreciated our beautiful and welcoming campus

    – Many examples of progress since our last Site Visit – Some previous "Recommendations" became "Commendations" this time.

COMMISSION REPORT

- 6 Commendations
- 17 Recommendations "To Meet the Standard"
- 5 Recommendations "To Improve Quality"
- MPC remains fully accredited during the sanction
- The Follow-Up Report is due on March 15, 2018 along with a subsequent visit

COMMENDATIONS

COMMENDATION #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)

COMMENDATION #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)

COMMENDATION #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)

COMMENDATION #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)

COMMENDATION #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)

COMMENDATION #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

Four areas:

1. Student and service area outcomes assessment

2. Planning and evaluation

3. Technology infrastructure

4. Financial resources

RECOMMENDATIONS
"TO MEET THE STANDARD"

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #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)

Recommendation #21

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. 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)

Recommendation #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)

Recommendation #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)

Recommendation #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; A.II.10)

Recommendation #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)

Recommendation #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)

Recommendation #12

In order to improve, the team recommends that the College **update its administrative hiring procedures.** (Standard III.A.3)

NEXT STEPS

"CABINET PLUS"

Accreditation Response Steering Committee:
- 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
- MPCSEA President
- Instructional and Student Service Deans
- Director of Institutional Research

PRIE Committee

Planning, Research and Institutional Effectiveness Committee members:

- Dean of 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

Reports

- Monthly Accreditation Response Update at Board of Trustees monthly meeting

Timeline

- December 2017………… Draft Follow-up Report with Evidence to ACCJC

- January 2017 …………… Final Follow-up Report to ACCJC

- February 2018 ………….. Board Approval of 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

Celebrating Our Students