FOLLOW-UP REPORT

Submitted by:

Monterey Peninsula College
980 Fremont Street
Monterey, California 93940

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

March 15, 2018

CERTIFICATION OF FOLLOW-UP REPORT

Date: March 15, 2018

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

From: Dr. Walter A. Tribley
                   Superintendent/President
                   Monterey Peninsula College
                   980 Fremont Street, Monterey, CA 93940

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

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

Signatures:

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

_____   _____
Ms. Marilynn Dunn-Gustafson   Date
Chair, Board of Trustees

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

_____   _____
Dr. Heather Craig   Date
Academic Senate President

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STATEMENT OF FOLLOW-UP REPORT PREPARATION

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

The Superintendent/President immediately notified the College community by email (I-01 Presidents Campus Email 02-07-17 ACCJC Findings Re MPC), and posted the Action Letter, the Public Disclosure Statement, and the External Evaluation Report, as required, on the College website (I-02 MPC Accreditation Website).

The Action Letter and the External Evaluation Report were discussed on February 7, 2017 in President's Cabinet (I-03 President's Cabinet Agenda 02-07-17) and in Cabinet Plus (I-04 Cabinet Plus Agenda 03-30-17), which would serve as the steering committee for the Follow-Up Report. In anticipation of the Action Letter, the President discussed Cabinet assignments with cabinet members on February 2, 2017 (I-05 President's Cabinet Agenda 02-02-17). The President called a college wide Accreditation Forum on February 10, 2017, where the Action Letter along with Commendations and Recommendations were presented, and the timeline for action along with action agents were discussed (I-06 Accreditation Forum Packet 02-10-17, I-07 Accreditation Forum PPT 02-10-17). The President met with the Associated Students of Monterey Peninsula College, and with community organizations such as the Rotary Club of Monterey and the Monterey County Business Council in March, 2017 to discuss the College's accreditation status and the plan to address all the Recommendations swiftly.

The final responsibility of making sure that all the Recommendations were addressed according to the timeline was then assigned to members of the Cabinet – the President, three vice presidents, and Associate Dean of Human Resources. The expanded Cabinet, called "Cabinet Plus", included all the members of Cabinet, all the deans, the Academic Senate President, the chairs of all the major College committees, and the presidents of the faculty and classified unions. Cabinet Plus, chaired by the President, met regularly between February 2017 and February 2018, to discuss the work going on in the College to address the Recommendations as well as to communicate progress on each Recommendation with the rest of the College (I-08 Cabinet Plus Agenda 05-16-17, I-09 Cabinet Plus Agenda 11-21-17, I-10 Cabinet Plus Agenda 02-27-18).

A progress update on the response to the Accreditation Recommendations has been the highest priority item in *New Business* at each month's meeting of the Board of Trustees, since February 2017. The progress update was presented to the Board by the Superintendent/President every month (I-11 Board 03-22-17 Rec to Meet Standard Progress Report, I-12 Board 03-22-17 Rec to Improve Progress Report, I-13 Board 01-24-18 Rec to Meet Standard Progress Report, I-14 Board 01-24-18 Rec to Improve Progress Report). This document was then posted on the accreditation webpage of the College to update the College community (I-02 MPC Accreditation Website).

College committees and groups met and worked diligently through the year (February 2017 to March 2018) to address the Recommendations. They included the Academic Senate, President's Advisory Group (PAG), the newly formed Planning, Research and Institutional Effectiveness Committee (PRIE), Learning Assessment Committee (LAC), Student Services Advisory Group (SSAG), Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), Curriculum Advisory Committee (CAC), Student Services Council, Deans Council, and the Technology Committee (I-15 AAAG Minutes 03-15-17). Discussions and updates on progress towards meeting the Recommendations took place in all the regular operational meetings.

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

The final draft was completed in February, 2018. It was then presented and discussed in the participatory governance groups in February.   A partial draft was reviewed by the Board of Trustees on February 21, 2018, and the final report was reviewed and approved at a special meeting of the Board of Trustees on March 13, 2018.

Evidence:
I-01 President's Campus Email 02-07-17 ACCJC Findings Re MPC
I-02 MPC Accreditation Website
I-03 President's Cabinet Agenda 02-07-17
I-04 Cabinet Plus Agenda 03-30-17
I-05 President's Cabinet Agenda 02-02-17
I-06 Accreditation Forum Packet 02-10-17
I-07 Accreditation Forum PPT 02-10-17
I-08 Cabinet Plus Agenda 05-16-17
I-09 Cabinet Plus Agenda 11-21-17
I-10 Cabinet Plus Agenda 02-27-18

I-11 Board 03-22-17 Rec to Meet Standard Progress Report
I-12 Board 03-22-17 Rec to Improve Progress Report
I-13 Board 01-24-18 Rec to Meet Standard Progress Report
I-14 Board 01-24-18 Rec to Improve Progress Report
I-15 AAAG Minutes 03-15-17

FOLLOW-UP REPORT TIMELINE

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

March 14, 2018	Submission of the Follow-Up Report to ACCJC
March 15, 2018	Follow-up Report due to ACCJC
April 9, 2018	Follow-up Accreditation Team Site Visit
June, 2018	ACCJC Meeting and Decision

RESPONSE TO THE COMMISSION ACTION LETTER

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

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

The College began working immediately to systematically address all the Recommendations – to meet the Standards as well as to improve institutional effectiveness.

Among the major accomplishments during the last thirteen months to address the Recommendations are:

- The College has developed and adopted a balanced budget in 2017-18, where ongoing revenues match ongoing expenditures in the unrestricted general fund, without drawing from one-time or other funds.
- The College has set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) Annual Required Contribution (ARC).
- The College has implemented the Enrollment Management System (EMS) software as a schedule planning tool and uses enrollment data to create schedules that are student-centered and fiscally efficient.
- The College has updated all its Board Policies and has established a regular review schedule for all Board Policies and Administrative Procedures.
- The College has clarified roles in the decision-making process and adopted a new *Resource Guide to Institutional Decision Making.*
- The College has created and institutionalized the necessary infrastructure for integrated planning and program review. The new Office of Planning, Research, and Institutional Effectiveness (PRIE) is in place and fully operational. A new dean of PRIE position was created and the dean was hired effective July, 2017. New support positions were created and hired in the Office of PRIE.
- The College has created a new committee called the Committee for Planning, Research, and Institutional Effectiveness (PRIE) to support integrated planning and program review.
- The College has requested and received technical support on integrated planning from the Institutional Effectiveness Partnership Initiative (IEPI), and has received two of the three visits by the Partnership Resource Team (PRT).

- The College, with the support of the Learning Assessment Committee, has made great strides in completing outcomes assessment of courses, programs, and service areas, and has fully implemented the software program -- TracDat. All 100 percent of the instructional and student service programs, and 90.0 percent of the courses at the College have been assessed.
- The College has developed and implemented a new integrated planning model incorporating the results of assessment outcomes in program review, planning, resource requests and prioritization.
- The College has expanded services at the Fort Ord Center, which includes the Education Center at Marina and the Public Safety Training Center in Seaside. These services include increased access to counseling, financial aid services, health services, veterans assistance, and enrollment services. The College created a new position -- dean of student services-Marina -- to expand and oversee services to students at the Fort Ord Center. In addition, the College has increased position of the bilingual Categorical Services Coordinator to 100 percent from 60 percent.
- The College has increased "soft space" for students by remodeling the Marina Education Center. It has also added more classroom space to meet the growing demand.
- The College has fully addressed its network vulnerabilities and completed the Technology Disaster/Recovery Plan.
- The College has completed a preliminary comparison study of human resources staffing levels with other similar college districts. Some units of the College, such as the Library and the Marina Education Center have restructured or expanded administrative support positions to enhance support for students. As the College improves support for career and technical education, two new counselors were hired to focus on career technical education and pathways, and a professional expert was hired as a career pathways specialist in 2017. Over one third of the faculty have been newly hired since 2015.
- The College has increased administrative capacity by adding 3 new dean positions – dean of planning, research, and institutional effectiveness, dean of student services-Marina, and dean of instruction-career and technical education. The addition of a dean of instruction resulted in the reorganization of the responsibilities of all four the deans in the Office of Academic Affairs streamlining and focusing responsibilities, and improving support to programs and students.
- The College has filled two positions that were eliminated during the fiscal crisis of 2009 by hiring a director of safety and emergency preparedness, and a director of marketing and communications. The College also created the position of the vice president of advancement by incorporating the responsibilities of the executive director of the MPC Foundation, and enhancing its fundraising capacity. These positions have a positive impact on enrollment and the fiscal well-being of the college.

- The College has surveyed Library users and expanded its hours of operation through staffing reorganization to better serve our students and community.

This Follow-Up Report includes responses, along with evidence, to the seventeen Recommendations to meet the Standards. All the Recommendations have been met and the College is in full compliance with all the Standards.

RESPONSE TO RECOMMENDATIONS

TO MEET THE STANDARDS

RECOMMENDATION 1

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College completes the implementation of TracDat and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulations of students, and when the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)

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

1. The College has created and institutionalized the necessary infrastructure to oversee planning, research, and institutional effectiveness. The Office of Planning, Research, and Institutional Effectiveness (PRIE) along with a new administrative position - dean of planning, research, and institutional effectiveness - and support staff were created effective July 1, 2017 to oversee the implementation of TracDat and assessment at the College.
2. The College has completed the implementation of its outcomes assessment software (TracDat), and now uses the TracDat system to document assessment of learning outcomes in all instructional programs, and student and learning support services. All 100 percent of the programs and 90.0 percent of the courses have been assessed.
3. The Office of PRIE, in collaboration with the newly formed PRIE Committee, has developed resources to support the disaggregation and analysis of student learning and achievement data.
4. The Office of PRIE, in collaboration with the newly formed PRIE Committee, has developed tools to enable the College to identify performance gaps and evaluate the effectiveness of strategies implemented to mitigate gaps.

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

The College created the position of dean of planning, research, and institutional effectiveness (PRIE) in spring 2017 and hired an interim dean of PRIE effective July 1, 2017. This dean is responsible for the development and implementation of TracDat and is the lead administrator of the newly created Office of Planning, Research, and Institutional Effectiveness. Two additional new positions were created and filled subsequently – a research analyst and an administrative assistant. The new, four-member office is now fully staffed with the newly hired dean of PRIE, the existing director of institutional research, the newly hired research analyst, and the newly hired administrative assistant.

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

The institutional infrastructure, both in terms of personnel and resources, for planning, research, and institutional effectiveness has been in place during the 2017-18 academic year, and is functioning effectively (R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description; R1-02 Job Announcement for Dean of PRIE; R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE; R1-04 Board Minutes 02-22-17 Associate Researcher Job Description; R1-05 Job Announcement for Associate Researcher; R1-06 Board Minutes 09-27-17 Approval to hire Associate Researcher; R1-07 Board Minutes 08-23-17 Approval to hire Admin Asst III PRIE; R1-08 Job Announcement for Admin Asst III PRIE; R1-09 Board Agenda 11-29-17 Approval to hi Administrative Assistant III-PRIE)

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

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

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

Committee), and user support for TracDat. The Dean of PRIE provides day-to-day oversight for TracDat and for assessment.

During the initial TracDat configuration, the implementation team set up the interface for documenting assessments of SLOs, PLOs, and SAOs for all instructional programs and student learning and support services. The team also populated the TracDat system with all SLOs, PLOs, and learning support services SAOs. For the campus wide TracDat launch during Flex in spring 2017, the College began with the course-level SLO assessment processes, knowing that significant progress on course-level assessment needed to be made, so that program-level assessment could be meaningfully tied to course-level results. In late fall 2016, the Learning Assessment Committee (LAC) conducted three workshops with focus groups of users invited to test the process for course assessment and gather feedback on its ease of use (R1-10 TracDat Pilot Invite Email). LAC used the feedback from these sessions to make improvements to the TracDat process and training materials (R1-11 LAC Minutes 11-28-16 TracDat Pilot Debrief), and TracDat was rolled out to the campus during spring 2017 Flex (R1-12 Spring 2017 Flex Workshops 01-19-17). The College accelerated its course-level assessment schedule over the course of the 2017 calendar year, with the goal of reaching 100 percent course assessment in every discipline by the end of fall 2017. At the time of writing this report, the College has assessed 90.0 percent of its courses. (R1-13 Course Assessment Dashboard screenshot).

The College had noted in its ISER in 2016 that changes needed to be made to its program-level assessment practices to ensure that consistent and meaningful assessments were conducted for each degree and certificate program using program-specific PLOs. For the Program Reflections activity during Flex in fall 2017, the LAC asked instructional faculty to review their PLOs for measurability and specificity, particularly in cases where a General Education Outcome serves as a PLO. During this activity, faculty also identified potential strategies for PLO assessment, including outcomes mapping and "rolling up" course-level assessment results to the program level (R1-14 PLO Assessment Questionnaire Sample). The LAC then invited those faculty members who identified "rolling up of SLO results" as an effective method of assessment to attend a workshop in fall 2017 to begin mapping course SLOs to PLOs in TracDat.

In preparation for PLO assessment in TracDat, the LAC asked faculty to review PLOs and identify potential strategies for assessment during Flex in fall 2017. For the Program Reflections activity at fall 2017 Flex, the LAC asked faculty to complete two PLO-related tasks, each with a set of reflection questions to guide the discussion (R1-15 Fall 2017 Flex Program Reflections Instructions):

- First, faculty were and asked to review the PLOs for every degree and/or certificate programs in their discipline, and document changes that should be made for the 2018-19 Catalog. Reflection questions for this task focused on making sure PLOs were measurable and specific to the discipline and/or the program in question.
- Next, faculty were asked to identify aspects of each degree and/or certificate in the discipline that might indicate a common method of assessment. For this task, reflection questions were presented as a questionnaire that enabled faculty to indicate whether their programs included features such as a licensure exam, portfolio of student work, capstone course, etc. (R1-14 PLO Assessment Questionnaire Sample). Faculty who determined that their PLOs needed revision were asked to submit changes through the curriculum process for review and approval to be included in the 2018-19 Catalog.

Results of the questionnaire indicated that the majority of degree and certificate programs could implement curriculum mapping to "roll up" course-level SLO results to the program-level. During the fall 2017 semester, the LAC offered workshops designed to help faculty with outcomes mapping and begin the mapping process in TracDat. For the initial mapping workshops in fall 2017, the LAC invited faculty from disciplines where mapping would involve courses mostly within their own Division. This allowed faculty to gain familiarity with mapping before engaging in cross-division mapping conversations. In fall 2017, members of the LAC trained faculty, representing 37 programs, who began the process of mapping outcomes (R1-16 PLO Mapping Attendees Fall 2017). The Public Safety and Nursing Divisions were among the first to complete their program assessments and report their results in TracDat (R1-17 Public Safety Programs Assessment Report; R1-18 School of Nursing Assessment Report).

To accelerate progress, the LAC scheduled open lab hours on Fridays throughout the spring semester to provide time, space, and support for faculty working on program-level assessment (R1-19 All Users Email 01-24-18 LAC Lab Hours). In January 2018, the Superintendent/President asked the LAC to develop a plan to complete the assessment of all degree and certificate programs in the College Catalog. After discussion in the LAC, Academic Senate, College participatory groups, and with input from members of the IEPI Partnership Resource Team visiting MPC to provide support for improvements, the LAC recommended a plan to complete all program assessments by March 5, 2018 to the Superintendent/President (R1-20 Program Assessment Implementation Plan 02-14-18, R1-21 LAC Recommendation of Program Assessment Plan 02-14-18 Email to Superintendent/President). The Superintendent/President presented the plan to the Governing Board, and the Board approved the plan at its February 2018 meeting. At the time of submitting this Follow-Up Report, 100 percent of the programs at the College

have been assessed. (R1-22 Program Assessment College wide summary, R1-23 Board Agenda 02-21-18).

Student Services began using TracDat to document the assessment of learning support services SAOs in late spring 2017. Student Services faculty and staff used the fall 2017 Flex time for Program Reflections to work on adding SAO assessment data, and continued working on SAOs through the fall 2017 semester. All 100 percent of the student services programs have been assessed.

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

The PRIE Committee was constituted in fall 2016 with the College wide adoption of the *Resource Guide to Institutional Decision Making (Resource Guide)* (R1-24 Resource Guide 2017-2018). As stated in the *Resource Guide,* the PRIE Committee's charge included guiding the College's planning processes. To ensure that the College's planning activities use a consistent approach to data analysis, the PRIE Committee identified a list of subpopulations of students, appropriate to the mission of the College, which can be used to disaggregate student achievement and learning data for College wide reports. The subpopulations fall into three broad categories based on educational goals, student demographics, and course attributes such as instructional modality, campus location, and time (R1-25 Defining Student Subpopulations for Disaggregation).

In fall 2017, the Office of PRIE began developing data dashboards based on the list of relevant subpopulations. The dashboards are intended to help disaggregate student achievement data and uncover performance gaps. Two dashboards in particular support improved disaggregation of student achievement data for program review and planning activities. They are:
- Five-Year Course Retention and Success Trends, that enables disaggregation by discipline, course, gender, age group, and ethnicity (R1-26 Five Year Retention and Success Trends Dashboard).
- The MPC Online Education Dashboard that includes datasets for disaggregating course success and retention by course modality (face-to-face, hybrid, and online), discipline, course, gender, age group, and ethnicity (R1-27 MPC Online Education Dashboard).

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

The College has also been working to find a meaningful way to disaggregate student learning outcomes data. SLO assessment data are currently collected in aggregate, making disaggregation by student demographics challenging. After discussion in the LAC and the PRIE Committee about how to accomplish this task (R1-28 LAC Minutes 02-27-17, R1-29 LAC Minutes 04-10-17, R1-30 PRIE Minutes 04-17-17, R1-31 PRIE Minutes 07-17-17, R1-32 PRIE Minutes 08-11-17), the College decided to conduct a pilot using its Learning Management System (Canvas) to collect data regarding SLO attainment by individual students, with the idea that assessment results could be extracted from Canvas and imported into TracDat for documentation and analysis (R1-33 Disaggregation of SLO Data in Canvas Pilot Concept). The PRIE Committee's faculty tri-chair (also a member of the LAC) conducted the Canvas pilot in fall 2017 and reported initial results to the dean of PRIE at the end of the pilot (R1-34 Email 01-03-18 Initial Canvas Pilot Results). The PRIE and Learning Assessment committees will evaluate the results of the pilot in spring 2018 and discuss next steps.

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

In order to ensure that the College has a consistent understanding of what a performance gap is and how to respond when one is uncovered, the PRIE Committee developed a specific explanation of a "gap" and a general strategy for approaching any gaps that are uncovered (R1-35 Defining and Mitigating Performance Gaps). To evaluate the effectiveness of strategies implemented to mitigate performance gaps, the College will use the evaluation instrument developed by the PRIE Committee (R1-36 Process Evaluation Survey Instrument Fall 2017).

As the Office of PRIE continues to develop more data dashboards, it will add relevant comparison benchmarks to help the College identify gaps more easily. For example, both dashboards listed above allow comparison of course success rates in a specific division, discipline, course, or modality to the College's overall Institution-Set Standard for course success (R1-26 Five Year Retention and Success Trends Dashboard, R1-27 MPC Online Education Dashboard). The Institution-Set Standard provides a point of reference for expected performance, which can be used to identify gaps quickly in expected performance as well as disproportionate differences between subpopulations of students.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:

R1-01 Board Minutes 02-22-17 Dean of PRIE JD

R1-02 Job Announcement Dean of PRIE

R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE

R1-04 Board Minutes 02-22-17 Associate Researcher Job Description

R1-05 Job Announcement Associate Researcher

R1-06 Board Minutes 09-27-17 Approval to hire Associate Researcher

R1-07 Board Minutes 08-23-17 Approval to hire Admin Asst PRIE

R1-08 Job Announcement Admin Asst PRIE

R1-09 Board Minutes 11-29-17 Approval to hire Admin Asst PRIE

R1-10 TracDat Pilot Invite 11-07-16 Email

R1-11 LAC Minutes 11-28-16 TracDat Pilot Debrief

R1-12 Spring 2017 Flex Workshops 01-19-17

R1-13 Course Assessment Dashboard

R1-14 PLO Assessment Questionnaire Sample

R1-15 Fall 2017 Flex Program Reflections Instructions

R1-16 Fall 2017 PLO Mapping Attendees

R1-17 Public Safety Programs Assessment Report

R1-18 School of Nursing Program Assessment Report

R1-19 All Users Email 01-24-18 LAC Lab Hours

R1-20 Program Assessment Implementation Plan 02-14-18

R1-21 LAC Recommendation of Program Assessment Plan 02-14-18

R1-22 Program Assessment College wide summary

R1-23 Board Agenda 02-21-18 Approval of PLO Plan

R1-24 Resource Guide 2017-18

R1-25 Defining Student Subpopulations for Disaggregation

R1-26 Five Year Retention and Success Trends Dashboard

R1-27 MPC Online Education Dashboard

R1-28 LAC Minutes 02-27-17

R1-29 LAC Minutes 04-10-17

R1-30 PRIE Minutes 04-17-17

R1-31 PRIE Minutes 07-17-17

R1-32 PRIE Minutes 08-11-17

R1-33 Disaggregation of SLO Data in Canvas Pilot Concept

R1-34 Email 01-03-18 Initial Canvas Pilot Results

R1-35 Defining and Mitigating Performance Gaps

R1-36 Process Evaluation Survey Instrument Fall 2017

RECOMMENDATION 2

Recommendation Identified by the Commission:
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)

Resolution of the Recommendation:

After reviewing its practices related to the evaluation of progress and planning processes, the College developed and implemented improved structures, procedures, resources, and tools for the timely and systematic assessment of both progress and planning processes. The following is a summary of actions taken to address this Recommendation and meet the Standards:

1. The College has created and institutionalized the necessary organizational infrastructure to oversee planning, research, and institutional effectiveness; and strengthen accountability for planning and evaluation. The Office of Planning, Research, and Institutional Effectiveness (PRIE) along with a new administrative position – dean of planning, research, and institutional effectiveness – and support staff were created effective July 1, 2017 to oversee the assessment of progress and planning processes.
2. Through participatory governance, the College has created the Planning, Research and Institutional Effectiveness (PRIE) Committee in fall 2016. The PRIE Committee supports the development and communication of expectations and timelines for the assessment of institutional progress and planning processes.
3. The PRIE Committee has developed and piloted procedures and tools to assess the effectiveness of institutional progress and planning processes.

Actions Taken to Address the Recommendation:

1. The College created and institutionalized the necessary organizational infrastructure to oversee planning, research, and institutional effectiveness; and strengthen accountability for planning and evaluation.

    The Superintendent/President spearheaded the process to establish the Office of Planning, Research, and Institutional Effectiveness (PRIE) within the College's organizational structure. In February 2017, the Governing Board approved the creation of a new position - dean of planning, research, and institutional effectiveness (PRIE) - to provide

administrative leadership for integrated planning and assessment, including the timely and systematic assessment of progress and planning processes (R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description, R1-02 Job Announcement Dean of PRIE, R1-03 Board Minutes 05-31-17 Approval of Hiring Catherine Webb Dean of PRIE interim).

The Office of PRIE, along with the new dean of PRIE and new support staff, began providing oversight for the planning processes and monitored progress in fall 2017. The Interim dean of PRIE was hired effective July 1, 2017.

2. Through participatory governance, the College created the Planning, Research, and Institutional Effectiveness (PRIE) Committee in fall 2016.

   Among the actions the College took to strengthen accountability related to the assessment of progress and planning processes, it created the Planning, Research, and Institutional Effectiveness (PRIE) Committee. The PRIE Committee was created in fall 2016 after the College adopted the *Resource Guide to Institutional Decision Making (Resource Guide)*. As stated in the *Resource Guide*, the PRIE Committee's charge includes guiding MPC's planning processes and overseeing the assessment of institutional processes. The PRIE Committee began meeting twice a month since March 2017 (R2-01 PRIE Committee Charge from Resource Guide).

   In fall 2016, prior to the formation of the PRIE Committee, the College included general evaluation procedures and timelines for its primary decision-making processes in the *Resource Guide* (R2-02 Evaluating the Resource Guide pg. 5). To further clarify and expand on these expectations, once the PRIE Committee was formed, it developed a ten-year planning and evaluation calendar that communicates evaluation cycles for all major institutional processes and planning documents (R2-03 Planning and Evaluation Calendar 2017-2018 to 2027-2028). The calendar includes a color-coded scheme to help distinguish between progress evaluations, process evaluations, and ongoing performance/progress monitoring. The Office of PRIE maintains the calendar and notifies responsible parties when processes or planning documents they are responsible for are entering an evaluation cycle.

3. The PRIE Committee developed and piloted procedures and tools to assess the effectiveness of institutional progress and planning processes.

   The PRIE Committee developed three evaluation tools to support the timely and systematic assessment of institutional progress and planning processes: a pre-implementation readiness checklist, a process evaluation survey, and a set of questions to help evaluate progress towards achieving the goal or outcome.

- The *Readiness Checklist* (R2-04 Process Readiness Checklist fall 2017) helps to confirm that elements critical to the success of the process are in place before the process begins (for example measurable goals, measures of success, evaluation plans, supporting documentation, and communication plans).
- The *Process Evaluation Survey* (R2-05 Process Evaluation Survey Instrument fall 2017) is administered to individuals who have participated in an institutional process. The results of the survey help to frame discussions about how to improve the experience and gather suggestions from those directly familiar with the process.
- The *Progress Evaluation Questions* (R2-06 Progress Evaluation Questions fall 2017) provide a framework to assess progress towards measurable goals/outcomes and document lessons learned that could lead to improvements in future evaluation cycles.

The three tools can work together or separately to ensure effectiveness of the process and monitor progress. The PRIE Committee has been prototyping each tool in order to assess and improve its effectiveness:

- The PRIE Committee prototyped the Readiness Checklist prior to launching the fall 2017 Annual Program Review Update/Action Plan process. The discussion about the checklist led to several pre-implementation improvements (including developing a stronger communication plan and clarifying the goals of the process) (R2-07 PRIE Committee Minutes 11-06-17).
- The Process Evaluation Survey was tested with College personnel who had participated in the process to update the Technology Plan. The PRIE Office compiled the survey results and facilitated a discussion with the Technology Committee about the strengths and areas for improvement in the Technology Plan process. Members of the Technology Committee provided feedback on the survey instrument. The PRIE Committee used this feedback to improve the survey instrument for future use (R2-08 Process Evaluation Survey Tech Plan Results Summary, R2-09 Tech Committee Minutes 10-13-17, R2-10 PRIE Committee Minutes 10-16-17).
- The Progress Evaluation Questions will be tested during a formative evaluation of the new Resource Prioritization and Allocation process in spring 2018, and as the College evaluates progress towards specific longer-term goals and metrics (e.g. IEPI goals, Success Equity goals, etc.) (R2-11 PRIE Committee Minutes 03-05-18).

All three tools have been incorporated in the draft *Integrated Planning Handbook,* for easy access by the College at large.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:

R1-01 Board Minutes 02-22-17 Dean of PRIE JD

R1-02 Job Announcement Dean of PRIE

R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE interim

R2-01 PRIE Committee Charge, *Resource Guide* pg. 25

R2-02 Evaluating the Resource Guide pg. 5

R2-03 Planning and Evaluation Calendar

R2-04 Process Readiness Checklist fall 2017

R2-05 Process Evaluation Survey Instrument fall 2017

R2-06 Progress Evaluation Questions fall 2017

R2-07 PRIE Committee Minutes 11-06-17

R2-08 Process Evaluation Survey Tech Plan Results Summary

R2-09 Tech Committee Minutes 10-13-17

R2-10 PRIE Committee Minutes 10-16-17

R2-11 PRIE Committee Minutes 3-5-18

RECOMMENDATION 3

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College attain the sustainability level per the ACCJC rubric for Student Learning Outcomes (SLO) assessment by raising the percentage of courses for which SLOs have been evaluated and increasing the percentage of programs that have had PLOs assessed. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)

Resolution of the Recommendation:

After reviewing practices and progress related to learning outcomes assessment, the College has taken the following actions to address this Recommendation to meet the Standards:

1. The College has completed the implementation of its outcomes assessment software (TracDat), and now uses the TracDat system to document assessment of learning outcomes for all instructional programs and student and learning support services.
2. The College has significantly raised the percentage of courses for which SLOs have been assessed from 46.9 percent in October 2016 to 90.0 percent at the time of submitting this Follow-Up Report, and has simultaneously taken steps to establish practices to attain and maintain the sustainability level.
3. The Learning Assessment Committee has developed effective practices and training for program-level assessment to support faculty with mapping course outcomes and assessing PLOs. The College has increased the number of programs that have PLOs assessed. At the time of submitting this report, 100 percent of the College's instructional and student support programs have been assessed.
4. The Office of PRIE and the PRIE Committee have developed new tools to support the disaggregation of student achievement data and are engaged in a pilot test on the disaggregation of student learning data.

Actions Taken to Address the Recommendation to Meet Standards:

1. The College has completed the implementation of TracDat to document the assessment of learning outcomes for all instructional programs and student and learning support services.

    As discussed in the response to Recommendation 1, the College finished transitioning the assessment process to TracDat in late fall 2016. Effective January 2017, the College began using TracDat to document and manage assessment. This includes the assessment methods, assessment results, and improvement plans stemming from the assessment results.

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

    During the initial TracDat configuration, the implementation team set up the interface for documenting assessment of SLOs, PLOs, and SAOs for all instructional programs, and student learning and support services. The team also populated the system with all the SLOs, PLOs, and learning support service SAOs. For the campus wide TracDat launch during Flex in spring 2017, the College began with course-level SLO assessment processes, knowing that significant progress on course-level assessment needed to be made, so that program-level assessment could be meaningfully tied to course-level results. In late fall 2016, the Learning Assessment Committee (LAC) conducted three workshops with focus groups of users invited to test the process for course assessment and gather feedback on ease of use (R1-10 TracDat Pilot Invite 11-07-16 Email). LAC used the feedback from these sessions to make improvements to the TracDat process and training materials (R1-11 LAC Minutes 11-28-16 TracDat Pilot Debrief), and TracDat was rolled out to the campus during spring 2017 Flex (R1-12 Spring 2017 Flex Workshops 01-19-17 TracDat Rollout, R3-01 Fall 2017 Flex Workshop 08-16-17, R3-02 Spring 2018 Flex Day Workshop 01-18-18). The College accelerated its course-level assessment schedule over the course of the 2017 calendar year, with the goal of reaching 100 percent assessment in

every discipline by the end of fall 2017. At the time of writing this report, the College has assessed 90.0 percent of all its courses (R1-13 Course Assessment Dashboard).

In preparation for PLO assessment in TracDat, the LAC asked faculty to review PLOs and identify potential strategies for assessment during Flex in fall 2017 (R1-15 Fall 2017 Flex Program Reflections Instructions). LAC hosted several workshops for faculty during the fall 2017 semester on how to map course-level SLOs to individual PLOs in TracDat for the purpose of assessment. More detailed information about these workshops and progress related to program-level assessment is provided below in section 3. Student Services began using TracDat for assessment of learning support services SAOs in late spring 2017. Student Services faculty and staff used the fall 2017 Flex time for Program Reflections to work on adding SAO assessment data, and continued working on SAOs through the fall 2017 semester. (This is discussed in more detail in the response to Recommendation 9.)

2. The College has significantly raised the percentage of courses for which SLOs have been assessed and has simultaneously taken steps to establish sustainable assessment practices.

The College has made significant progress towards achieving the sustainability level of the ACCJC rubric for SLO assessment, which sets the expectation that colleges assess 100 percent of their active courses (and programs) on an ongoing basis. MPC has addressed this expectation by steadily increasing the number of active courses that have been assessed (numerator), while also reviewing curriculum to streamline the number of active courses (denominator) in the Catalog (R3-03 AAAG Minutes 02-15-17). It is important to note that the Learning Assessment Committee has established an ongoing cycle of assessment, where each course will be assessed at least once in a two-year cycle in order to maintain the sustainability level per the ACCJC rubric for Student Learning Outcome assessment (R3-03 AAAG Minutes 02-15-17 , R3-04 MPC Cycle of Course and Program Assessment, R3-05 Student Learning Outcomes/Reflections Website).

The table below shows the progress reported at the monthly meetings of Cabinet Plus chaired by the Superintendent/President.   Subsequently, the Superintendent/President provided a monthly progress report on courses assessed to the Governing Board as part of monthly Accreditation Update.

Monthly Assessment Progress

Month	Courses Assessed (Numerator)	Total Active Courses in the 2017-18 Catalog (Denominator)	Percentage of Courses Assessed
October 2016	664	1417	46.9%
March 2017	724	1378	52.5%
April 2017	707	1223	57.8%
May 2017	745	1194	62.4%
June 2017	760	1159	65.6%
July 2017	772	1157	66.7%
August 2017	814	1156	70.4%
September 2017	868	1156	75.1%
October 2017	900	1156	77.9%
November 2017	940	1156	81.3%
December 2017	1004	1156	86.9%
January 2018	1022	1156	88.4%
February 2018	1028	1156	88.9%
March 2018	1041	1156	90.0%

Source: Progress Grid for Recommendation to Meet Standard, 02/17 - 02/18

The College continued to address both the number of active courses that have been assessed (numerator) and the number of active courses in the Catalog (denominator) through the spring 2017 and fall 2017 semesters. At the February 15, 2017 meeting of AAAG, the members adopted the guideline that "if a course has not been offered in the last two years, and if it is not being scheduled and offered within the next academic year, it should be *archived* in CurricUNET and deleted from the Chancellor's Office inventory" (R3-03 AAAG Minutes 02-15-17). At its August 14, 2017 meeting, AAAG reaffirmed its commitment to this guideline and recommended to the VPAA that only assessed courses should be included in the 2018 Catalog and scheduled thereafter (R3-06 AAAG Minutes 08-14-17, R3-07 Courses not assessed). To ensure that new courses and courses scheduled for the upcoming academic year were assessed, the discipline faculty were asked to identify the semester in which the course would be next be offered and schedule the assessment for that semester. Per a College wide agreement reached in spring 2016, only assessed courses will be scheduled beginning with the fall 2018 semester (R3-08 Systematic Plan for Assessment spring 2016). Some unique courses that are offered on request, such as independent study and cooperative work

experience courses tailored to specific industry or program needs will be assessed only when offered, and may therefore not be assessed within the two-year cycle adopted by the College.

In addition to assessing all active courses and *attaining* the level of sustainability, the College understands that it must *maintain* this level of sustainability as a regular and ongoing practice. The College has taken several concrete actions to do so:

- The recently approved job description for the dean of PRIE documents that this dean is the lead administrator responsible for outcomes assessment (including ongoing maintenance of the TracDat system), program review, and integrated planning to provide seamless integration of all these activities (R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description, R1-02 Job Announcement Dean of PRIE, R1-03 Board Minutes 05-31-17 Approval of Hiring Dean of PRIE Catherine Webb) . To further facilitate this work, the Superintendent/President appointed the Interim Dean of PRIE as the administrative co-chair of the Learning Assessment Committee in fall 2017.

- The LAC has established a two-year cycle of assessment at the course level. Every course will be assessed at least once in two years. Program-level assessment will take place in the fifth year. Results from these assessments will be included in the comprehensive program review which will take place in the sixth year. This cycle establishes a streamlined system and process for every unit in the College to follow, while achieving Sustainable Continuous Quality Improvement (SCQI) (R3-04 MPC Cycle of Course and Program Assessment).

- The LAC has enhanced its TracDat training and support resources. It has developed additional instructional videos and documentation. These stand-alone resources, available from the College website, can be shared with faculty unable to attend in-person trainings (R3-05 Student Learning Outcomes/Reflections Website). Faculty may also request individual support by emailing TracDatSupport@mpc.edu. Email support requests are monitored by staff in the Office of PRIE with the assistance of members of the LAC. The LAC continues to host hands-on workshops during Flex Days each semester--spring 2017, fall 2017 and spring 2018 (R1-12 Spring 2017 Flex Workshops 01-19-17 TracDat Rollout, R3-01 Fall 2017 Flex Workshop 08-16-17 Assessment Jubilee with TracDat, R3-02 Spring 2018 Flex Day Workshop 01-18-18 Outcome mapping: Planning PLO and Drop-in).

The Office of PRIE developed a course assessment dashboard to enable the College to track progress towards the goal of 100 percent course-level assessment and quickly identify divisions, disciplines, and courses where additional progress was necessary (R1-13 Course Assessment Dashboard, R3-09 Course assessment by Division, R3-10 Course assessment by discipline).

- In spring 2016, key groups at the College – Academic Senate, LAC and Academic Affairs Advisory Group (AAAG) - agreed that only assessed courses will be scheduled effective the fall 2018 semester (R3-08 Systematic Plan for Assessment spring 2016). At the February 15, 2017 meeting of AAAG, the members adopted the guideline that "if a course has not been offered in the last two years, and if it is not being scheduled and offered within the next academic year, it should be archived in CurricUNET and deleted from the Chancellor's Office" (R3-03 AAAG Minutes 02-15-17 Discussion of Strategy for Increasing Course Assessment). The Academic Affairs Advisory Group reaffirmed at the beginning of the fall 2017 semester, during a discussion on course assessment and class scheduling timelines, that only assessed courses would be scheduled effective fall 2018 (R3-06 AAAG Minutes 08-14-17 Reaffirmation of agreement to schedule only assessed courses).

- In fall 2016, each Division completed a course assessment plan documenting when (and if known, by whom) courses in each of its discipline will be assessed over the course of a two-year cycle (R3-11 Business assessment plan, R3-12 English as a Second Language assessment plan, R3-13 School of Nursing assessment plan). These plans are used to configure user permissions and cycles of assessment in TracDat. Effective spring 2018, staff in the Office of PRIE are following up with Division Chairs at the beginning of each semester to determine if there are any adjustments to the assessment plan. This check-in serves as a reminder of the Division's upcoming assessments for the semester, and allows Division Chairs to make any adjustments to the plan warranted by changes in curriculum, course scheduling, or staffing.

- The College has clearly documented and strengthened the integration of SLO assessment results into program review and institutional planning. Beginning with the 2017-18 annual planning cycle, the Annual Program Review Update includes a review of student learning assessment results and achievement data (R1-15 Fall 2017 Flex Program Reflections Instructions). Results of this review are to be used to support resource requests during the Resource Prioritization and Allocation process (R3-14 Resource Prioritization and Allocation (RPA) Process). The first cycle of this process began in November 2017. (Details are included in the response to Recommendation 4.)

3. The Learning Assessment Committee has developed effective practices and training for program-level assessment to support faculty with the mapping outcomes and assessing PLOs.

At the time of preparing the 2016 ISER, MPC's approach to program-level assessment was through dialogue in "Program Reflections" that focused on a GEO or an SLO common across multiple disciplines. While these dialogues allowed for rich discussion to close planning loops, they did not reliably and consistently generate assessment results for the official program-level learning outcomes (PLOs) as published in the Catalog. In many areas, program assessment took the form of a discipline assessment, rather than an assessment of learning outcomes of individual degrees and certificates. Additionally, some degree and certificate programs included a GEO as their sole PLO. To address these deficiencies, the College determined that all practices related to program-level assessment needed to be amended to create strong and direct links to individual degrees and certificates.

As the first step towards this goal, the Learning Assessment Committee (LAC) recommended and launched a new cycle of assessment at the fall 2016 flex days. LAC's cycle of assessment clarifies the relationship between course-level assessment, program-level assessment, and discipline wide program review (R3-04 MPC Cycle of Course and Program Assessment). However, the LAC recognized that meaningful and authentic assessment of PLOs would require course-level assessments to be completed first. As the College accelerated its progress on course-level assessment in spring 2017 and fall 2017, the LAC began laying the foundation for meaningful and consistent assessment of PLOs for all degrees and certificates.

For the Program Reflections activity at fall 2017 Flex, the LAC asked faculty to complete two PLO-related tasks, each with a set of reflection questions to guide the discussion (R1-15 Fall 2017 Flex Program Reflections Instructions):

- First, faculty were and asked to review the PLOs for every degree and/or certificate program in their discipline, and document changes that should be reflected in the 2018-19 College Catalog. Reflection questions for this task focused on making sure PLOs were measurable and specific to the discipline and/or the program in question.
- Next, faculty were asked to identify aspects of each degree and/or certificate in the discipline that might indicate a common method of assessment. For this task, reflection questions were presented as a questionnaire that enabled faculty to indicate whether their programs included features such as a licensure exam, portfolio of student work, capstone course, etc. (R1-14 PLO Assessment Questionnaire Sample). Faculty who determined that their PLOs needed revision were asked to submit changes through the curriculum process for review and approval to be included in the 2018-19 College Catalog.

Results of the questionnaire indicated that the majority of degree and certificate programs could implement curriculum mapping to "roll up" course-level SLO results to the program level. During the fall 2017 semester, the LAC offered workshops designed to help faculty with outcomes mapping and begin the mapping process in TracDat. For the initial mapping workshops in fall 2017, the LAC invited faculty from disciplines where mapping would involve courses mostly within their own Division. This allowed faculty to gain familiarity with mapping before engaging in cross-division mapping conversations. In fall 2017, members of the LAC trained faculty, representing 37 programs, who began the process of mapping outcomes (R1-16 Fall 2017 PLO Mapping Attendees). The Public Safety and Nursing Divisions were among the first to complete their program assessments and report their results in TracDat (R1-17 Public Safety Programs Assessment Report, R1-18 School of Nursing Program Assessment Report).

To accelerate progress, the LAC scheduled open lab hours on Fridays throughout the spring semester to provide time, space, and support for faculty working on program-level assessment (R1-19 All Users Email 01-24-18 LAC Lab Hours). In January 2018, the Superintendent/President asked the Learning Assessment Committee to develop a plan to complete the assessment of all degree and certificate programs in the College Catalog. After discussion in the LAC, Academic Senate, campus participatory groups, and with input from members of the IEPI Partnership Resource Team visiting MPC to provide support for improvements, the LAC recommended a plan to complete all program assessments by March 5, 2018 to the Superintendent/President (R1-20 Program Assessment Implementation Plan 02-14-18, R1-21 LAC Recommendation of Program Assessment Plan 02-14-18 Superintendent/President). The Superintendent/President presented the plan to the Governing Board, and the Board approved the plan at its February 2018 meeting (R1-23 Board Agenda 02-21-18)

At the time this report was submitted, 100 percent of the programs have been assessed. (R1-22 Programs Assessment college wide summary, R3-15 Programs Assessment by Division).

4. The Office of PRIE and the PRIE Committee have developed new tools to support the disaggregation of student achievement data and are engaged in a pilot test on the disaggregation of student learning data.

As discussed in the response to Recommendation 1, the College has taken several actions to establish and improve practices related to the disaggregation of student learning and achievement data for relevant subpopulations of students. These actions include:

- Developing and recommending a list of subpopulations relevant to the College mission to establish a consistent definition and understanding of disaggregation (R1-25 Defining Student Subpopulations for Disaggregation);
- Improving the availability of resources for disaggregating student achievement data (R1-19 All Users Email 01-24-18 LAC Lab Hours, R1-20 Program Assessment Implementation Plan 01-22-18, R1-26 Five Year Retention and Success Trends Dashboard);
- Testing methods for collecting data on SLO assessments for individual students using information from both Canvas and TracDat (R1-27 MPC Online Education Dashboard, R1-32 PRIE Minutes 08-11-17, R1-33 Disaggregation of SLO Data in Canvas Pilot Concept). The PRIE committee and the LAC will evaluate the results of the pilot completed in fall 2017 during the spring 2018 semester to determine next steps.

A more detailed description of the College's actions to improve disaggregation of student learning and achievement data and integrate analysis into planning can be found in the response to Recommendation 1.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description
R1-02 Job Announcement Dean of PRIE
R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE
R1-10 TracDat Pilot Invite 11-07-16 Email
R1-11 LAC Minutes 11-28-16 TracDat Pilot Debrief
R1-12 Spring 2017 Flex Workshops 01-19-17
R1-13 Course Assessment Dashboard
R1-14 PLO Assessment Questionnaire Sample
R1-15 Fall 2017 Flex Program Reflections Instructions
R1-17 Public Safety Programs Assessment Report
R1-18 School of Nursing Program Assessment Report
R1-19 All Users Email 01-24-18 LAC Lab Hours
R1-20 Program Assessment Implementation Plan 02-14-18
R1-21 LAC Recommendation of Program Assessment Plan 02-14-18
R1-22 Programs Assessment college wide summary
R1-23 Board Agenda 02-21-18 PLO Plan

R1-25 Defining Student Subpopulations for Disaggregation
R1-26 Five Year Retention and Success Trends Dashboard
R1-27 MPC Online Education Dashboard
R1-32 PRIE Minutes 08-11-17
R1-33 Disaggregation of SLO Data in Canvas Pilot Concept

R3-01 Fall 2017 Flex Workshop 08-16-17
R3-02 Spring 2018 Flex Day Workshop 01-18-18 in
R3-03 AAAG Minutes 02-15-17
R3-04 MPC Cycle of Course and Program Assessment
R3-05 Student Learning Outcomes/Reflections Website
R3-06 AAAG Minutes 08-14-17
R3-07 Courses not assessed
R3-08 Systematic Plan for Assessment spring 2016
R3-09 Course assessment by Division
R3-10 Course assessment by discipline
R3-11 Business assessment plan
R3-12 English as a Second Language assessment plan
R3-13 School of Nursing assessment plan
R3-14 Resource Prioritization and Allocation Process
R3-15 Programs Assessment by Division

RECOMMENDATION 4

Recommendation Identified by the Commission:
In order to meet the Standards, the College needs to engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Institutional planning needs to be linked to short-range and long-range needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, and ER19)

Resolution of the Recommendation:

After a thorough review of College practices related to program review, institutional planning, resource prioritization and allocation, the College has taken the following actions to address the Recommendation to meet the Standards:

1. The College has strengthened accountability and capacity for program review, integrated planning, and assessment by creating and institutionalizing the Office of Planning, Research, and Institutional Effectiveness (PRIE) to provide leadership and oversight. The PRIE Committee was also created through the participatory governance process and collaborates closely with the Office of PRIE.
2. The PRIE Committee has developed a new model for integrated planning to incorporate assessment, program review, planning, implementation and evaluation, while reinforcing continuous improvement focused on the mission of the College and on student success.
3. The PRIE Committee has developed and recommended an improved process for resource prioritization and allocation that clearly integrates the results of the assessment of student learning and achievement data into program review and the annual budget development cycle.
4. The Office of PRIE has developed improved tools for visualizing and disaggregating student achievement data and other key performance indicators to support more informed planning and data-driven decision-making across the College.

Actions Taken to Address the Recommendation:

1. The College has strengthened accountability and capacity for program review, integrated planning, and assessment by creating and institutionalizing the Office of Planning, Research, and Institutional Effectiveness (PRIE) to provide leadership and oversight. The PRIE Committee was also created through the participatory governance process and collaborates closely with the Office of PRIE.

    The College took several actions to strengthen accountability and capacity for its systematic program review, planning, and evaluation processes. The Planning, Research, and Institutional Effectiveness (PRIE) Committee was constituted in fall 2016 with the College wide adoption of the *Resource Guide to Institutional Decision Making (Resource Guide).* As stated in the *Resource Guide,* the PRIE Committee is charged with guiding integrated planning, providing support for program review (in collaboration with the Academic Senate), and assessing the effectiveness of decision-making and planning at the College (R2-01 PRIE Committee Charge, *Resource Guide to Institutional Decision-Making,* pg. 25).   The members of the PRIE Committee include the Academic Senate president, Classified Union president, and vice presidents of Academic Affairs, Student Services, and Administrative Services, the dean of PRIE, director of Institutional Research, director of Information Services, a representative from the Learning Assessment Committee, and faculty from Academic Affairs and Student Services. This cross-functional and representative committee helps to ensure consideration of various perspectives in planning decisions, and supports effective communication about program review, planning, and evaluation processes with College constituent groups. In March, 2017, the Superintendent/President convened the PRIE Committee, which meets regularly, twice a month.

    At the first meeting, members of the PRIE Committee established shared norms for Committee operations, including a commitment to becoming an institutional effectiveness expert (R4-01 PRIE Committee Group Norms Adopted 03-07-17 Affirmed 08-21-17). By adopting this norm, each committee member agreed to learn about institutional effectiveness and integrated planning in order to speak confidently with their constituencies about the Committee's work and recommendations. In support of this commitment, nine of the Committee's 14 members attended an Institutional Effectiveness Partnership Initiative (IEPI) Integrated Planning workshop in April 2017 (R4-02 PRIE Minutes 05-01-17 IEPI Integrated Planning Workshop Debrief Item 2).

    In addition, the Superintendent/President established the institutional infrastructure to support systematic program review, integrated planning, and resource prioritization and

allocation by creating the Office of Planning, Research, and Institutional Effectiveness. In February 2017, the Governing Board approved the creation of a new position, dean of planning, research, and institutional effectiveness (PRIE), to provide administrative oversight for program review, integrated planning, and assessment, including the timely and systematic assessment of progress and planning processes (R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description, R1-03 Board Minutes 05-31-17 Approval of Hiring Catherine Webb Dean of PRIE interim) The Dean of PRIE reports directly to the Superintendent/President and serves as the administrative tri-chair of the PRIE Committee to ensure coordination and integration of efforts related to College wide planning. An Interim dean of PRIE was hired effective July, 2017.

In addition to this voluminous work already in progress at the College, the Superintendent/President submitted a letter of interest to the IEPI in April, 2017 to request technical assistance on systematic planning processes to link program review, planning, and resource prioritization and allocation (R4-03 MPC Letter of Interest for an IEPI PRT). A Partnership Resource Team (PRT) visited the College in early December, 2017 to gather information related to the areas of focus identified in the Superintendent/President's letter of interest. The PRT returned in February, 2018 to provide feedback and suggestions for MPC's Innovation and Effectiveness Plan, which will focus on strategies to further improve program review, integrated planning and proactive decision-making at the College (R4-04 PRT Menu of Options; R4-05 Draft Innovation and Effectiveness Plan).

2. The PRIE Committee has developed a new model of integrated planning to incorporate assessment, program review, planning, implementation and evaluation, while reinforcing continuous improvement focused on the mission of the College and on student success.

After reviewing the College's integrated planning model in light of the IEPI Integrated Planning workshop in April 2017, the PRIE Committee determined that better visual representation of the relationship between planning, implementation, and evaluation processes would help the College frame its discussions and reinforce the expectation of continuous, mission-focused improvement. The new Integrated Planning Model presents the steps in the integrated planning process and emphasizes their connection to the College mission and Education Master Plan (R4-06 MPC Integrated Planning Model 2017). By design, dates and timelines are omitted, in order to emphasize that both short and long-term planning processes should include these consistent activities (R4-07 PRIE Committee Minutes 08-21-17).

The Integrated Planning Model is designed to be used in conjunction with other PRIE resources. The 10-year Planning and Evaluation Calendar communicates planning and

evaluation timelines for major institutional processes and planning documents (R2-03 Planning and Evaluation Calendar). Evaluation tools such as the readiness checklist and evaluation instruments support consistent and systematic assessment of planning-related activities (R2-04 Process Readiness Checklist fall 2017, R2-05 Process Evaluation Survey Instrument fall 2017, R2-06 Progress Evaluation Questions fall 2017). More information about the calendar and evaluation tools can be found in the responses to Recommendation 2 (evaluation tools) and Recommendation 22 (calendar, evaluation tools). The new Integrated Planning Model also strengthens the expectation that continuous improvement should be driven by the mission and informed by data. To support this expectation, the Office of PRIE has developed additional tools to access and analyze student learning and achievement data, and other key indicators of institutional effectiveness. Data tools and methods of integrating data into planning activities are discussed in detail in sections 3 and 4 below. All of the resources developed by the PRIE Committee are being incorporated into the new *Integrated Planning Handbook (Planning Handbook)* (R4-10 Integrated Planning Handbook draft) and linked to the PRIE website and intranet sites (R4-08 PRIE Integrated Planning Website, R4-09 PRIE Intranet Site), so that they are easily accessible to all College personnel.

3. The PRIE Committee has developed and recommended an improved process for resource prioritization and allocation that clearly integrates the results of the assessment of student learning and achievement data into program review and the annual budget development cycle.

    In spring 2017, the PRIE Committee developed a new process for prioritizing resource requests that emerge from program review and analysis of student learning and achievement data (R3-14 Resource Prioritization and Allocation Process). The new Resource Prioritization and Allocation (RPA) process integrates program review, planning, and prioritization of needs with resource allocation and budget development. The RPA process is a comprehensive cycle intended to support the College mission and lead to improved institutional effectiveness and academic quality by linking both short and long-term planning to the analysis of key performance indicators, including student learning and student achievement data.

    The PRIE Committee developed the RPA process collaboratively, incorporating feedback gathered from the Academic Senate and College operational groups throughout the latter half of the spring 2017 semester. The PRIE Committee finalized the RPA process and recommended its adoption to the Superintendent/President at their June 2017 meeting. At the same time, committee members also identified several steps that could strengthen communication of the new RPA process, including a narrative description of the process and clear timelines for each step (R4-11 PRIE Committee Minutes 06-19-17). Two small

work groups were tasked with continuing this progress through summer and fall 2017. As of spring 2018, both documents (narrative description and timeline) are in draft form. The narrative description (R4-12 Narrative Description of RPA Process Draft) will be updated and finalized after receiving evaluation feedback from the College about the first activity in the RPA process. The timeline (R4-13 Timeline for RPA Process Draft) will be updated with additional feedback from the Budget Committee and aligned with the budget development calendar (R4-14 Budget Development Calendar). The PRIE Committee anticipates that both documents will be finalized in spring 2018 semester as the budget development process gets underway.

The first step in the RPA process is the Annual Program Review Update/Action Plan. Prior to the 2017-18 academic year, each department in the College completed its action plans early in the spring semester. This timing made it difficult for the College to connect resource requests that emerged from action plans with budget development. In addition, the annual Program Review Update and Action Plans were completed as Word documents, making it difficult to extract information to integrate with planning and resource allocation activities. Finally, the completed action plans did not always include clear and specific links to student learning and achievement data or other key indicators of institutional effectiveness.

To address these concerns, the PRIE Committee developed and launched a new Annual Program Review Update/Action Plan process in late Fall 2017. The new process has been designed as a transitional step between the old process and Nuventive Impact, the integrated planning tool from the company that provides TracDat. The transitional process was carefully designed to mirror the development of the Impact site to minimize the changes that will be necessary for the final move into Impact.

For the 2017-18 process, the PRIE Office staff shared a Google Drive folder with each College department/unit that contained:
- An instruction/reference sheet (R4-15 Annual Program Review fall 2017 Instructions);
- An Annual Program Review Update/Action Plan spreadsheet customized with goals/plans submitted during the previous cycle (R4-16 Annual Program Review Sample);
- A Data Review worksheet (R4-17 Data Review Worksheet) and;
- SLO and/or SAO assessment results for the department. (R4-18 SLO assessment report Sample)

In order to complete the Annual Program Review Update/Action Plan, each department was asked to:

- Review student learning or service area outcomes data, student achievement data, and/or other relevant data in order to identify trends or gaps;
- Identify emerging areas of need based on a review of student learning data, student achievement data, and other relevant indicators following prompts on a Data Review worksheet;
- Document progress toward goals and action plans identified in prior program reviews;
- Identify, categorize, and prioritize resources needed to make continued progress towards goals and/or mitigate performance gaps identified during data review; and,
- Align goals and action plans with institutional goals, objectives, and/or major planning documents.

The first cycle of the new Annual Program Review Update/Action Plan process was in progress at the time this report was written, so the PRIE Committee has not yet had the opportunity to conduct a full evaluation of its effectiveness. However, based on feedback received from College personnel during the development process, the PRIE Committee anticipates that the new process will improve communication and collaboration related to planning and resource allocation. The new process includes an explicit expectation of ongoing communication about needs and priorities at different levels of the institutional structure (e.g., department, Division, Dean/Manager). The process also requires Deans/Managers to provide feedback to departments about resource requests that were not funded. This feedback can be used for further dialogue, inform the upcoming planning cycle, and identify long-term trends of unfunded needs. In addition, the template for the Annual Program Review Update/Action Plan form was intentionally designed as a spreadsheet with preset categories for resource types, Action Plan statuses, priority levels, and links to institutional goals, objectives, and plans. This functionality will allow staff in the Office of PRIE to extract and sort departmental plans to support institution-level analysis and resource allocation discussions. PRIE Office staff will present its first report of the College wide themes emerging from the Annual Program Review Update/Action Plan to the PRIE Committee in March 2018.

The PRIE Committee will evaluate the effectiveness of the Annual Program Review Update/Action Plan process in March 2018 using the Process Evaluation instrument described in the response to Recommendation 2. The Committee will use the results of the evaluation to make improvements to the process and inform the transition of all integrated planning processes (including processes for comprehensive program review and the new annual program review update/action plan) into Nuventive Impact. The Office of PRIE

anticipates the transition into Nuventive Impact will be completed prior to fall 2018, in time for the 2018-19 planning cycle.

4. The Office of PRIE has developed improved tools for visualizing and disaggregating student achievement data and other key performance indicators to support more informed planning and data-driven decision-making across the College.

    In fall 2017, the Office of PRIE expanded its capacity for research and data analysis by hiring an associate researcher and acquiring a new tool for data visualization and analysis -- Microsoft PowerBI. The Office of PRIE used the tool to create and publish data dashboards to inform discussion and decision-making related to assessment, program review, planning, resource prioritization, and performance monitoring. The dashboards include clear visualizations that filter and "slice" College-level data to the level of a Division, discipline, or course, as requested. Depending on the purpose of the dashboard, it may also include slicers to disaggregate data by subpopulations of students relevant to the College mission (R4-19 List of Subpopulations for Disaggregation).

    College wide dashboards are currently hosted on the PRIE intranet site (R4-20 Data Dashboards PRIE Intranet). To date, staff in the Office of PRIE have developed dashboards for analysis of enrollment trends, student demographics, retention and success trends, program completion trends, and comparison of online and face-to-face modalities (R4-21 Online Dashboard Table of Contents, R4-22 Course Success & Retention Trends). Dashboards have also been created to inform discussion and analysis around specific planning activities (e.g., Faculty Prioritization) and areas for performance monitoring (e.g., Course Assessment goals). The Office of PRIE has also developed a dashboard that supports more extensive analysis of the 2017 Student Success Scorecard (R4-23 Scorecard Table of Contents, R4-24 Sample Basic Skills Math). Where applicable, the visualizations include links to Institution-Set Standards for course success for the purposes of reference and comparison.

    The dashboards have improved the ability of individual faculty, staff, and administrators to access data for planning. For example, prior to fall 2017, division chairs had to request data from the director of institutional research while developing their faculty prioritization request. The director of institutional research would then prepare data for the individual division or department. For the 2017 faculty prioritization process, the director of institutional research was able to prepare a set of dashboards tailored to the questions in the request form that could be sliced by division, discipline, or course. Division chairs then accessed the dashboards to retrieve data to support their requests, only relying on the director of institutional research to respond to questions about their analysis. Similarly, the

PRIE Committee included links to existing dashboards in the Data Review worksheet used in the Annual Program Review Update/Action Plan process.

The Office of PRIE continues to develop additional data dashboards for program review, planning, and assessment. Although the existing dashboards have only been in use for a short time, they have already increased access to, and awareness of, relevant data in institutional planning discussions. The College anticipates that by developing and integrating additional data tools into processes at the institutional and departmental levels, it will continue to see marked improvement in the effectiveness of planning and resource allocation practices.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R1-01 Board Minutes 02-22-17 Dean of PRIE JD
R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE interim

R2-01 PRIE Committee Charge, *Resource,* pg. 25
R2-03 Planning and Evaluation Calendar
R2-04 Process Readiness Checklist fall 2017
R2-05 Process Evaluation Survey Instrument fall 2017
R2-06 Progress Evaluation Questions fall 2017

R3-15 Resource Prioritization and Allocation Process

R4-01 PRIE Committee Group Norms Adopted 03-07-17
R4-02 PRIE Minutes 05-01-17 IEPI Integrated Planning
R4-03 MPC Letter of Interest for an IEPI PRT
R4-04 PRT Menu of Options
R4-05 Draft Innovation and Effectiveness Plan
R4-06 MPC Integrated Planning Model 2017
R4-07 PRIE Committee Minutes 08-21-17
R4-08 PRIE Integrated Planning Website
R4-09 PRIE Intranet Homepage
R4-10 Integrated Planning Handbook (DRAFT)
R4-11 PRIE Committee Minutes 06-19-17
R4-12 Narrative Description of RPA Process Draft

RECOMMENDATION 5

Recommendation Identified by the Commission:
In order to meet the Standard, the team recommends the College develop a process to ensure student complaints can be logged, resolved, reviewed, and analyzed for improvement. (Standard I.C.8)

Resolution of the Recommendation:

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

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

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

Actions Taken to Address the Recommendation:

1. The SSAG updated the Administrative Procedure (AP) 5530 on "Student Rights and Grievances", which includes the process to address student complaints ([R5-01](#) AP5530 Student Rights and Grievances). AP 5530 has been updated based on the template of the Community College League of California (CCLC).

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

2. The "Student Complaint and Grievance Procedures have been appropriately publicized and disseminated. The 2017-18 College Catalog (pages 55-57) includes updated information on "Student Complaint and Grievance Procedures" (R5-02 MPC College Catalog pages 55-57). The College website has the updated information on "Student Complaint and Grievance Procedures" along with the "Student Complaint Form" (R5-03 Student Complaint and Grievance Procedures Webpage, R5-04 Student Complaint Form). This form enables students to file written complaints that may not be addressed through any other established procedures in the College.

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

   A standardized "Student Complaint Log" has been developed to report and track student complaints (R5-05 Student Complaint Log Template). These procedures apply to registered students who submit written complaints. The log includes the following information:
   ● Student's last and first name
   ● Student Identification Number (SID)
   ● Date the complaint is received
   ● Nature of the complaint
   ● Steps to resolve the complaint

   The Office of the VPSS has reviewed student complaints between 2010 and 2016 to identify patterns that may negatively impact students (R5-06 MPC Student Complaint log 2010-16). The Office of the VPSS has also reviewed student grievances, petitions for California Residency, and petitions for Readmission between 2010 and 2016 to determine if there are any patterns that would have adversely impacted students or suggest systemic problems with the College or with the quality of services. The analysis found no significant finding or patterns in any of these areas. The "Student Complaint Log" is retained for a period of at least six years and is maintained in the Office of the VPSS.

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

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

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R5-01 AP 5530
R5-02 MPC College Catalog 2017-18 pg. 55-57
R5-03 Student Complaint and Grievance Procedures Webpage
R5-04 Student Complaint Form
R5-05 Student Complaint Log Template
R5-06 Student Complaint Log Form 2010-16

RECOMMENDATION 8

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College conduct regularly scheduled library surveys of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior and experience, and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)

Resolution of the Recommendation:

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

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

1. Developed a series of survey instruments and implemented the surveys in spring 2017 to gather input from all students, faculty, and staff regardless of location, as well as some community users.
2. Used the survey results to inform the Library's "Program Reflections on Student Learning" process--including establishing Library goals for the 2017-18 academic year.
3. Used survey results immediately to implement improvements to services and access to resources, leading to an expansion of service hours in the Library effective fall 2017.

Actions Taken to Address the Recommendation:

1. Developed a series of survey instruments and implemented the surveys in spring 2017 to gather input from all students, faculty, staff regardless of location, as well as some community users.

   The faculty and staff in the Library collaborated closely with the director of institutional research in the Office of PRIE to develop survey instruments and implement surveys in spring 2017 to gather input from all students, faculty, and staff, and some community users. The team (faculty and staff in the library, and the director of institutional research)

began by identifying existing instruments that could be adapted to meet the needs of this survey, and ultimately selected a survey instrument designed and validated by the Massachusetts Institute of Technology (MIT) Libraries as the model. Items in the model survey were tailored to the community college environment, and separate versions of the instrument were designed for students, faculty, staff, and community users in order to gather targeted feedback about the needs of these different user groups (R8-01 Library Survey Instrument for students, R8-02 Library Survey Instrument for Staff and Faculty, R8-03 Library Survey Instrument for Community Users).

Surveys were then administered to all students, regardless of location as well as faculty, staff, and community users (R8-04 Email invitation to participate).   Survey responses for each group were as follows:
- 1092 Students
- 46 Faculty
- 31 Staff
- 5 Community Users

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

2. Used the survey results to inform the Library's "Program Reflections on Student Learning" process--including establishing Library goals for the 2017-18 academic year.

The survey responses included quantitative data for items with Likert scales and qualitative data from open-ended comments (R8-05 Summary of Survey Results). The Library faculty and staff first examined the quantitative data in summer 2017 to determine principle areas of need. Then, the team engaged in an open-coding exercise on the open-ended comments, and compared the results of this exercise with the quantitative results to identify and group the themes emerging from the overall results. Common themes emerging from the survey included the need for expanded Library hours, additional technology support (including support for personal devices), and more comfortable seating close to power outlets/charging stations for personal devices.

The Library faculty, staff, and dean met during the College's fall 2017 Flex day to engage in the College process of "Program Reflections on Student Learning" in which the group

reflected on prior year accomplishments and set goals for the 2017-18 academic year (R8-06 Program Reflections Form on Student Learning Fall 2017). Based on the results of the spring 2017 survey, the Library set goals to increase access to Library resources and services at all locations effective fall 2017 and explore more efficient utilization of space in the Library Technology Center to better meet the needs of all students, faculty, and staff.

3. Used survey results immediately to implement improvements to services and access to resources, leading to an expansion of service hours in the Library effective fall 2017.

    In response to the need for longer library hours that emerged from the survey results, the Library staff, faculty, and dean collaborated to reorganize the staffing and adjust staff schedules to better meet service needs and expanded Library hours effective fall 2017 (R8-07 Announcement of Expanded Library Hours Fall 2017). The table below lists the hours of operation of the Library prior to fall 2017 and the expanded hours effective fall 2017:

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

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

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

In response to the theme of additional comfortable seating close to power outlets/charging stations for personal devices, the Library has been working with the campus Administrative Services unit to identify and evaluate new, more durable replacement furniture as well as mounted power/USB charging stations for Library tables. Library staff is currently evaluating the recommended furniture materials and options and working with the dean and Administrative Services to explore potential funding sources to support the request.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R8-01 Library Survey Instrument for Students
R8-02 Library Survey Instrument for Staff and Faculty
R8-03 Library Survey Instrument for Community Users
R8-04 Email invitation to participate
R8-05 Summary of survey results
R8-06 Program Reflections Form on Student Learning Fall 2017
R8-07 Announcement of Expanded Library Hours Fall 2017

RECOMMENDATION 9

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College improve its evaluation process of student support and learning services to include discussion of services offered at all centers and for distance education based on robust Service Area Outcomes and SLO assessments that lead to quality improvement of student support programs and services in support of the College's mission. (Standards II.C.1, II.C.2)

Resolution of the Recommendation:

The College conducted a full review of all student support and learning services provided to students at all campuses and for online/distance education students. The evaluation process of student support and learning services at all campuses, including online, was based on a robust assessment of SAOs and SLOs that has improved student support programs and services in support of the College's mission. The following is a summary of actions taken to address this Recommendation and meet the Standards:

1. Students at all campus locations (Monterey, Marina Education Center, Seaside Public Safety Training Center, and Online) were surveyed to determine their awareness of, their satisfaction with, and their needs for student support and learning services.
2. Student Services programs reviewed their Student Learning Outcomes and adopted an additional, robust, division wide Service Area Outcome (SAO) that specifically addresses the provision of student support and learning services to all students regardless of the campus location or mode of instruction.
3. To ensure continuous quality improvement, the campus wide program review template has been redesigned. Student Services conducted an in depth evaluation of its services at all four College locations, including online.
4. The College has expanded services at the Fort Ord Center, which includes the Education Center at Marina and the Public Safety Training Center in Seaside, for continuous quality improvement.

Actions Taken to Address the Recommendation:

1. Students at all campus locations (Monterey, Marina Education Center, Seaside Public Safety Training Center, and Online) were surveyed to determine their awareness of, their satisfaction with, and their needs for student support and learning services.

Student Services collaborated with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to develop a survey instrument to assess student awareness and usage of existing student services, student satisfaction with the existing levels of service, and student demand for additional services. The survey was conducted between September 11, 2017 and October 1, 2017. The invitation to complete the survey was sent to all students registered in fall 2017 classes (excluding contract education classes). A total of 7,524 students were invited to complete the survey, and 1,220 or 16.21 percent responded. Every Student Service program reviewed and incorporated the results of this survey in their annual service area outcome assessments and discussed service delivery at each college location (R9-01 Student Services Survey fall 2017, R9-02 Student Services Survey Results fall 2017, R9-03 Marina Annual Program Review Update Instruction Form, R9-04 Annual Program Review Update and Action Plan Sample).

The survey results indicated that students at the Education Center at Marina, the Public Safety Training Center, and online had limited awareness of the services being offered at those campuses. In fact, students at the Education Center at Marina and online students requested some services that were already being offered at those locations. The College is therefore widely promoting the services being offered at these locations to improve student awareness. The results of the survey also indicated that students who used the services provided were quite satisfied with services at the Monterey, Education Center at Marina, and online campuses. The number of responses at the Public Safety Training Center were too low to be statistically relevant.

The College had already begun enhancing student support services at the Education Center at Marina and for online students to match the increases in scheduling. Counseling support was increased at the Education Center at Marina and included evening hours, almost doubling the total number of hours a week that a counselor is on site from six hours a week to eleven hours a week (R9-05 Counseling Hours at Marina Flyer, spring 2017, R9-06 Counseling Hours at Marina Flyer fall 2017, R9-07 Marina Counseling Report March 2017).

Online services and support have been enhanced to include a series of online student success workshops offered through the *Student Lingo* platform, promotion of the Crisis Text Line initiative sponsored by the California Community College Chancellor's Office, development of a Student Wellness Service program that provides comprehensive mental health support to students, and *Kognito* training for faculty, staff, and students to learn how to help someone in crisis. Additionally, the College has implemented *Cranium Café* – online counseling support that provides live video counseling. Eighty (80) of the counselors have received training in online counseling and have been using Cranium Cafe

since fall 2017 (R9-08 Student Lingo Flyer, R9-09 Crisis Text Line Card, R9-10 Student Wellness Service Flyer, R9-11 Kognito Flyer, R9-12 Online Counseling Screenshot).

2. Student Services programs reviewed their Student Learning Outcomes and adopted an additional, robust, division wide Service Area Outcome (SAO) that specifically addresses the provision of student support and learning services to all students regardless of the campus location or mode of instruction.

    The new SAO is: "To provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community" (R9-13 All Student Services SAO).

    At the all-day retreat, the group committed to providing services to students with Respect, Integrity, Commitment, and Heart (RICH). The acronym RICH was developed during a robust discussion about our core values for delivering services to students at an All Student Services Staff Retreat.

3. To ensure continuous quality improvement, the campus wide program review template has been redesigned. Student Services conducted an in depth evaluation of its services at all four College locations, including online.

    The Student Services Annual Program Review process was reviewed and new processes and templates were developed by the Office of PRIE with the implementation of the TracDat at the College. Student Service SAO planning and assessment results are now entered in TracDat. The program review process now includes a review and assessment of a program's service delivery at all College locations. The process includes a Data Review and Reflection Form that guides programs to review their data and analyze patterns and trends before determining program goals and plans. The last step of the process is identifying resources required to address the goals and plans (R9-03 Marina Annual Program Review Update Instruction Form, R9-04 Sample Marina Annual Program Review).

    The interim dean of PRIE was invited to an All Student Services Meeting on May 5, 2017. The dean of PRIE provided an overview of the transition in progress from documenting Program Reflections and annual updates in the old system of using a Microsoft Word document to the new system of uploading information in the electronic tool - TracDat. The discussion included an overview of the program review calendar, the assessment cycle, the program review template, and a review of the current Student Service SAOs, as well as the need to include an evaluation of the delivery of student services at our four College campuses - Monterey, Marina, PSTC, and Online (R9-14 Student Services

Program Review Timeline, R9-15 Student Services Electronic Resources Table November 2017).

Student Services has formed a Student Services Program Review Template Development Team to review and revise the student services program review template to ensure that it includes the results of assessing all the student services SAOs and student services and learning support at all our College campuses. The Student Services Program Review Template Development Team includes two representatives who also serve on the PRIE committee that is updating and reviewing the campus wide Program Review processes and templates at MPC (R9-16 TracDat Screen Shot student services).

4. The College has expanded services at the Fort Ord Center, which includes the Education Center at Marina and the Public Safety Training Center in Seaside, for continuous quality improvement.

As a result of robust discussion and evaluation of service area outcomes, Student Services has expanded the services offered at the Fort Ord Center.

Representatives from a variety of student services regularly provide additional and expanded support. This includes representatives from Counseling, Student Financial Services, Student Health Services, and Assessment Testing (R9-6 Counseling Marina Flyer, R9-17 Health Services Oct Marina Flyer, R9-18 Health Services Today Marina Flyer, R9-19 Assessment Calendar Marina, R9-20 Assessment Testing Location Sign Marina, R9-21 Financial Aid Services Marina). Within the last year, both the Counseling and Student Financial Services have increased the number of hours their staff are on site at the Education Center in Marina. On-site counseling is available six hours-a-week and additional counseling support is available online through Cranium Café as well as with the *Ask a Counselor* feature available in the student portal (R9-12 Online Counseling; R9-22 Ask a Counselor screenshot). Student Financial Services hours have become more regular and have been doubled, increasing from three hours every other week to three hours every week (R9-21 Financial Aid Services Marina).

Student Health Services is a new service provided on-site at the Education Center in Marina (R9-17 Health Services Oct Marina; R9-18 Marina Health Services Today Marina). The Campus Nurse provides three hours of coverage each month at the Education Center in Marina. Additional Student Health services are available with the Marina staff providing over the counter medicines to students when required. The College has contracted with Baycare Behavioral Health to provide a Student Wellness Services program for round the clock mental health support to students. In addition, the Education Center in Marina staff provide information to students about the Crisis Text

Line available through a partnership with the California Community Colleges Chancellor's Office.

In order to make students feel more welcome and increase the length of time that they spend on campus, other services have also been expanded. New vending machines providing hot meal options have been installed (R9-23 Sidewalk Sign)   A dry kitchen has been set up with a microwave. Office spaces have been redesigned to expand student soft space, where students can work in groups and network.

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

In addition to augmenting student support services at the Education Center in Marina, a variety of measures have been taken to ensure that students as well as staff/faculty at the Education Center in Marina are better informed about these services and resources. These measures include:
- A web page entitled "Student Services in Marina" was added to the Marina Education Center website. The web page provides a complete list of available services, and links directly to the calendar of events. The hours of support provided at the Marina Education Center by these programs (Counseling, Math Learning Center, English Study Skills Center, Student Financial Services, Student Health Services) also appear on the online department calendar. This is a reference to the online calendars that all of our MPC programs have available on their websites. (R9-24 Marina Student Services Calendar; R9-25 Marina Student Services Webpage)
- Hard copies of the calendar of student services and the hours of service are regularly posted on the bulletin boards in each classroom and office at the Marina Education Center for easier student access. (R9-26 Calendar for Bulletin Boards)
- A permanent banner of MPC Student Services, listing all the available services, is now displayed in the main walkway at the Marina campus. (R9-27 Student Services Banner Marina)
- Student Services hosted a "Grad Guru" awareness campaign at the Marina Education Center to encourage students to download the "Grad Guru" mobile application that provides information on events and activities, as well as student success tips. This campaign will be hosted regularly every semester (R9-28 Grad Guru Flyer Marina).
- The Marina categorical services coordinator and/or a counselor contact instructors teaching at the Marina Education Center every semester to offer to visit every class

scheduled in Marina and promote the services available for students. During these classroom presentations, student services staff discuss all the services available to students, provide contact information, and share scheduling information on when these are available on-site at the Marina Education Center. The categorical services coordinator also communicates with the Monterey campus programs and services to obtain notices, flyers, banners, and other informational materials to display at the Marina Education Center and keep students and staff at the Marina Education Center well informed. (R9-29 Email to Faculty Marina; R9-30 Transfer Awareness Banner Marina; R9-31 Student Services Poster Marina; R9-32 Dreamers Banner Marina)

- Portable sidewalk signs are updated regularly with flyers and notices to keep students informed and engaged (R9-23 Sidewalk sign).

The daily operations and administrative leadership of the Education Center in Marina was transitioned from the Office of Academic Affairs to the Office of Student Services effective July 2017 to enhance the supervision of student support and services at the locations that comprise the Fort Ord Center. The College created a new position - dean of student services, Marina – and hired a new dean effective July 2017. The office of the dean is located at the Education Center in Marina to enable the dean to provide onsite supervision of the operations of student support and learning services at the Center (R9-33 Board Agenda 01-2-17 Dean of Student Services/Marina JD, R9-34 Board Minutes 01-25-17 Dean of Student Services/Marina JD, R9-35 Board Agenda 06-29-17 Hiring of the Dean of Student Services/Marina, R9-36 Board Minutes 06-29-17 Approval to hire Dean of Student Service/Marina).

The dean works closely with the staff onsite that include a full-time Unit Office Manager (UOM), a full-time bilingual Categorical Services Coordinator (CSC), and a half-time administrative assistant. These staff are cross trained on all student services processes, and provide initial and general support across all areas of student services. The position of bilingual Categorical Services Coordinator was expanded from 60 percent to 100 percent to better serve students.

The Public Safety Training Center in Seaside has a full time director of public safety and a full time unit office manager onsite to serve students.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:

R9-01 Student Services Survey fall 2017

R9-02 Student Services Survey Results fall 2017

R9-03 Marina Annual Program Review Instructions

R9-04 Sample Marina Annual Program Review

R9-05 Counseling Hours at Marina Flyer, spring 2017

R9-06 Counseling Hours at Marina Flyer, fall 2017

R9-07 Marina Counseling Report March 2017

R9-08 StudentLingo Flyer

R9-09 Crisis Text Line Card

R9-10 Student Wellness Service Flyer

R9-11 Kognito Flyer

R9-12 Online Counseling Screenshot

R9-13 All Student Services SAO

R9-14 Student Services Program Review Calendar/Timeline

R9-15 Student Services Resources November 2017

R9-16 TracDat Student Services sample

R9-17 Health Services Oct Marina Flyer

R9-18 Health Services Today Marina Flyer

R9-19 Assessment Calendar Marina

R9-20 Assessment Testing Location Sign Marina

R9-21 Financial Aid Services Marina

R9-22 Ask a Counselor screenshot

R9-23 Sidewalk Sign

R9-24 Marina Student Services Calendar

R9-25 Marina Student Services Webpage

R9-26 Calendar for Bulletin Boards

R9-27 Student Services Banner Marina

R9-28 Grad Guru Flyer Marina

R9-29 Email to Faculty Marina

R9-30 Transfer Awareness Banner Marina

R9-31 Student Services Poster Marina

R9-32 Dreamers Banner Marina

R9-33 Board Agenda 01-2-517 Dean of Student Services/Marina JD

R9-34 Board Minutes 01-25-17 Dean of Student Services/Marina JD

R9-35 Board Agenda 06-29-17 Hiring Dean of Student Services/Marina

R9-36 Board Minutes 06-29-17 Approval to hire Dean of Student Service/Marina

RECOMMENDATION 13

Recommendation identified by the Commission:
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 are interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, and ER8)

Resolution of the Recommendation:

The College has worked to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the mission of the College through a variety of institutional processes, and has interwoven human resource needs in the recently adopted integrated planning model. The following is a summary of actions taken to address this Recommendation and meet the Standards:

1. The Associate Dean of Human Resources worked with consultants from the Collaborative Brain Trust to complete a human resources study on staffing in comparable colleges in order to lay the foundation for a staffing plan at the College.
2. The recently adopted integrated planning model has interwoven staffing needs among the resource requests in the electronic tool-TracDat.
3. After discussions in participatory governance groups and approval by the Board of Trustees, administrative, faculty and staff capacity has been sufficiently enhanced to better support and implement the mission of the College.

Actions Taken to Address the Recommendation:

1. The Associate Dean of Human Resources worked with consultants from the Collaborative Brain Trust to complete a human resources study on staffing in comparable colleges in order to lay the foundation for a staffing plan at the College.

   The College initially researched the human resources staffing plans of other similar colleges (El Camino College, Moreno Valley College, and Mira Costa College).

   After Governing Board approval in June 2017, the College contracted with the Collaborative Brain Trust Consulting Firm (CBT) to study the staffing levels of comparable colleges as foundational information to create a College staffing plan (R13-01 Board Agenda Item 06-29-17 Approve CBT Contract). This study included the staffing levels of educational administrators, tenure and tenure-track faculty, academic temporary

faculty, classified managers and supervisors, classified, and classified confidentials at Monterey Peninsula College and at comparison colleges over the past five academic years -- from 2012-13 to 2016-17.

Comparison colleges were identified based on a similar number of annual Full-Time Equivalent Students (FTES) and were all single-college districts. The study includes the following single-college districts: Gavilan Joint Community College District, Hartnell Community College District, Napa Community College District, and Shasta-Tehama-Trinity Community College District. Cabrillo Community College District was also included as an "informational district" due to its geographic proximity to Monterey Peninsula College.

The MPC team, comprising of the associate dean of human resources, human resource analyst, interim dean of planning, research, and institutional effectiveness, and the director of institutional research, participated in discussions with the CBT consultants to review the scope of the study, the data to be included, and the preliminary findings (R13-02 Email 07-26-17 HR Staffing Plan).

CBT gathered data from the California Community Colleges Data Mart. Due to differences in the manner in which colleges categorize and report personnel, a more thorough analysis of the positions categorized as classified administrators was required. While many colleges report line managers as classified administrators, Monterey Peninsula College categorizes these personnel as classified staff according to the instructions in the Data Element Dictionary, EBO7 Occupational Activity (R13-03 EB07 Employee EE06 Occupational Activity).

The contract and timeline with CBT were modified to further research the title of the positions and the number of positions the comparison colleges employed as supervisors and line managers, in order to complete an accurate and comparable analysis. Additional efforts were also made to contact individuals at the comparison colleges to further verify the data (R13-04 CBT MPC 10-05-17 HR Staffing Plan contract addendum, R13-05 Email 11-14-17 to Shasta College, R13-06 email 11-16-17 Shasta CCD Position Checklist).

CBT continued to collect additional data from the comparison colleges pertaining to supervisors and line managers. The final draft of the study will be shared with the participatory governance groups in March, 2018 (R13-07 Email 11-30-17 Preliminary Staffing Plan Phase 1 Final, R13-08 MPC Preliminary Staffing Study). (need update draft)

This comparative staffing study will provide the foundational information for the College's human resources staffing plan. A variety of environmental or external factors will influence the final staffing plan of the College. These external factors include the Chancellor's Office *Vision for Success* released in fall 2017, and the Governor's proposed budget with the new funding formula scheduled to go into effect in July 2018. These external factors will need to be incorporated in the College's next Educational Master Plan, which will determine the final staffing plan and other plans, such as the facilities plan, at the College.

2. The recently adopted integrated planning model has interwoven staffing needs among the resource requests in the electronic tool-TracDat.

   The College has integrated assessment, program review, planning, and resource – requests, prioritization and allocation in the recently adopted integrated planning model. All units in the College completing the program review and planning process are asked to indicate what resources may be required to accomplish the objective listed for the unit in TracDat. The resource need may include human resources among other resources such as professional development, technology, and physical resources.

   As stated in the response to Recommendation 4, there is a process to request, prioritize, allocate, and communicate the decision regarding the allocation of resources (R4-15 Annual Program Review Instructions) in the new model. All the human resource requests are documented and compiled in TracDat, giving the College a list of positions requested, and enabling discussion and action in the appropriate group or committee at the College.

3. After discussions in participatory governance groups and approval by the Board of Trustees, administrative, faculty and staff capacity has been sufficiently enhanced to better support and implement the mission of the College.

   The Accreditation Exit Report of the team that visited the College in October 2016 stated that "the College has had difficulty maintaining high-level administrative staff" and that the College "has not filled a vacant facilities director position". The Exit Report also noted that the administrator hiring procedure was not updated and listed this as Recommendation 12 to Improve Quality. The administrative procedure for *Recruitment and Hiring: Administrators and Managers (AP 7121)* has since been updated and is posted on the website. (R13-09 Board Policies Website)

   Based on the current needs, state mandates, and the mission of the College the following positions have been added.

As stated in the response to Recommendation 1, the Office of Planning, Research, and Institutional Effectiveness was created along with a new dean position, a new research analyst position, and a new administrative assistant position (R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description; R1-02 Job Announcement for Dean of PRIE; R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE; R1-04 Board Minutes 02-22-17 Associate Researcher Job Description; R1-05 Job Announcement for Associate Researcher; R1-06 Board Minutes 09-27-17 Approval to hire Associate Researcher; R1-07 Board Minutes 08-23-17 Approval to hire Admin Asst III PRIE; R1-08 Job Announcement for Admin Asst III PRIE; R1-09 Board Agenda 11-29-17 Approval to hi Administrative Assistant III-PRIE). All three new positions were filled during the 2017-18 academic year.

As stated in the response to Recommendation 9, the position of dean of student services-Marina was created and filled effective July, 2017 to expand student services and other services in the Fort Ord Center. The dean is located on-site at the Education Center in Marina (R9-33 Board Agenda 01-2-17 Dean of Student Services/Marina JD, R9-34 Board Minutes 01-25-17 Dean of Student Services/Marina JD, R9-35 Board Agenda 06-29-17 Hiring of the Dean of Student Services/Marina, R9-36 Board Minutes 06-29-17 Approval to hire Dean of Student Service/Marina). The position of the bilingual categorical services coordinator at the Education Center in Marina was expanded from 60 percent to 100 percent to increase coverage and enhance support for students.

As a result of the state's Strong Workforce Program and the mandate to enhance career technical education in community colleges, the College created the position of an instructional dean for career technical education. The new dean was hired effective July 2017 (R13-10 Board Agenda 01-25-17 Dean of Instruction CTE JD, R13-11 Board Minutes 01-25-17 Dean of Instruction CTE JD, R13-12 Board Agenda 06-29-17 Approval Hire Dean of Instruction CTE, R13-13 Board Minutes 06-29-17 Approval Hire Dean of Instruction CTE). Two new counselors were also hired during the 2017-18 with half their assignments focused on career technical education. In addition, a professional expert was hired as a career pathways specialist in 2017-18.

Two positions that were eliminated during the fiscal crisis of 2009 were hired during the 2017-18 academic year. The job descriptions of director of security and emergency operations and the director of marketing and communications were updated and the positions were filled. Prior to hiring these two directors, these responsibilities were accomplished through contracts (R13-14 Board Agenda 11-26-16 Director of Marketing Position and Job Description, R13-15 Board Minutes 11-26-16 Director of Marketing Position and Job Description, R13-16 Board Agenda 09-27-17 Approval Hire Director of Marketing Steve Napoleon, R13-17 Board Agenda 03-22-17 Director of Security Position and Job Description, R13-18 Board Minutes 03-22-17 Director of Security Position and

Job Description, R13-19 Board Agenda 05-31-17 Approval Hire Director of Security Jo Anna Butron). The position of director of facilities has not yet been replaced with a permanent college employee. The responsibilities are addressed by a contract supervisor and the facilities operations supervisor.

The position of vice president of advancement was created, expanding the responsibilities of the previous MPC Foundation position of executive director of advancement, and institutionalizing the position within the College (R13-20 Board Minutes 11-16-17 VP of Advancement JD, R13-21 Board Minutes 06-29-17 Approve to hire VP of Advancement). This position is responsible for grant development and fundraising, expanding the fund raising capacity of the College.

As a result of the prioritization of new faculty requests in 2015-16, 2016-17, and 2017-18 in the Academic Affairs Advisory Group (AAAG) and the approval of the Superintendent/President, 12 faculty positions were approved to be hired for the 2016-17 academic year (R13-22 AAAG Minutes 10-21-15, R13-23 Faculty Summary 2015), 10 faculty positions were approved to be hired for the 2017-18 academic year (R13-24 AAAG Minutes 11-09-16, R13-25 Faculty Summary 2016), and 11 faculty positions have been approved to be hired for the 2018-19 academic year (R13-26 AAAG Minutes 11-15-17, R13-27 Faculty Summary 2017). This faculty prioritization is based on a rubric developed and recommended by AAAG to the VPAA. The rubric includes criteria such as student demand, program need, retirements, and environmental factors. One-third of the faculty at the College have been newly hired since 2015.

The College has been engaged in discussions to reorganize units to address the sufficiency and appropriate distribution of personnel as well as improve support and services to students and programs. With the addition of the positon of dean of instruction-career technical education, the Office of Academic Affairs was able to reorganize the four deans of instruction and assign them focused areas of responsibility, while improving administrative capacity and services (R13-28 VPAA Org Chart 2017-18). The new structure consists of the dean of instruction-liberal arts, dean of instruction-STEM, dean of instruction-career technical education, and dean of instruction-library, learning resources, and online education.

The dean, librarians, and staff in the Library discussed a potential staffing reorganization in the Library in spring 2017. They recommended a fiscally efficient plan to the Superintendent/President to reorganize the staff, while expanding the hours of service in the Library effective fall 2017. The approved plan is being implemented.

Whenever there is a retirement, the College carefully evaluates whether the position should be filled or not, and whether it should be filled with changes to the assignment. This process is reflected in the Request to Fill form (R13-29 RTF Form).

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R1-01 Board Minutes 02-22-17 Dean of PRIE JD
R1-02 Job Announcement Dean of PRIE
R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE
R1-04 Board Minutes 02-22-17 Associate Researcher Job Description
R1-05 Job Announcement Associate Researcher
R1-06 Board Minutes 09-27-17 Approval to hire Associate Researcher
R1-07 Board Minutes 08-23-17 Approval to hire Admin Asst PRIE
R1-08 Job Announcement Admin Asst PRIE
R1-09 Board Minutes 11-29-17 Approval to hire Admin Asst PRIE

R4-15 PRIE Annual Program Review Instructions

R9-33 Board Agenda 01-2-517 Dean of Student Services/Marina JD
R9-34 Board Minutes 01-25-17 Dean of Student Services/Marina JD
R9-35 Board Agenda 06-29-17 Hiring Dean of Student Services/Marina
R9-36 Board Minutes 06-29-17 Approval to hire Dean of Student Service/Marina

R13-01 Board Agenda Item 06-29-17 Approving the CBT Contract
R13-02 Email 07-26-17 HR Staffing Plan
R13-03 EB07 Employee EE06 Occupational Activity
R13-04 CBT MPC 10-05-17 HR Staffing Plan contract addendum
R13-05 Email 11-14-17 to Shasta College
R13-06 email 11-16-17 Shasta CCD Position Checklist
R13-07 Email 11-30-17 Preliminary Staffing Plan
R13-08 MPC Preliminary Staffing Study (need updated draft)
R13-09 Board Policies Website
R13-10 Board Agenda 01-25-17 Dean of Instruction CTE JD
R13-11 Board Minutes 01-25-17 Dean of Instruction CTE JD
R13-12 Board Agenda 06-29-17 Approval Hire Dean of Instruction CTE
R13-13 Board Minutes 06-29-17 Approval Hire Dean of Instruction CTE

R13-14 Board Agenda 11-26-16 Director of Marketing JD
R13-15 Board Minutes 11-26-16 Director of Marketing JD
R13-16 Board Agenda 09-27-17 Approval Hire Director of Marketing
R13-17 Board Agenda 03-22-17 Director of Security JD
R13-18 Board Minutes 03-22-17 Director of Security JD
R13-19 Board Agenda 05-31-17 Approval Hire Director of Security
R13-20 Board Minutes 11-16-17 VP of Advancement JD
R13-21 Board Minutes 06-29-17 Approve to hire VP of Advancement
R13-22 AAAG Minutes 10-21-15
R13-23 Faculty Summary 2015
R13-24 AAAG Minutes 11-09-16
R13-25 Faculty Summary 2016
R13-26 AAAG Minutes 11-15-17
R13-27 Faculty Summary 2017
R13-28 VPAA Org Chart 2017-18
R13-29 RTF Form

RECOMMENDATION 14

Recommendation identified by the Commission:
In order to meet the Standards, the team recommends the College regularly and consistently conduct employee evaluations for all employee groups. The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning. (Standards III.A.5 and III.A.6)

Resolution of the Recommendation:

The Office of Human Resources (HR) collaborated with the management team and the Division Chairs to address this Recommendation and meet the Standards. The following is a summary of actions taken:

1. The Office of HR has established a tracking system to initiate and monitor the regular and consistent evaluation of employees in all employee groups. Each employee group has high rates of completion of evaluations.
2. Prior to the deletion of Standard III.A.6 and the revision of Standard II.A.2 by the Commission, the evaluation forms for members of the management team, confidentials, and the classified staff were updated to include a statement on how members of each employee group use the results of SLO/SAO assessment to improve teaching and learning. This statement is pending negotiations with the faculty union for inclusion in faculty evaluations.

Actions Taken to Address the Recommendation:

1. The Office of HR has established a tracking system to initiate and monitor the regular and consistent evaluation of employees in all employee groups. Each employee group has high rates of completion of evaluations.

   The Office of HR notifies employees in each employee group and their supervisors at the start of the evaluation process and includes the timeline of the evaluation process:
   - Full-time faculty evaluations: the Office of HR notifies the faculty member, the division chair, the responsible dean and the vice president of the area (VPAA or VPSS) of the need to complete the evaluation (R14-01 HR email 02-20-18 to Dean).
   - Adjunct faculty evaluations: the Office of HR notifies the adjunct faculty, the division chair, the responsible dean, and the vice president of the area (VPAA or VPSS).

Notifications for adjunct faculty are disseminated each semester at the start of the process. (R14-02 HR Email 09-05-17 To Dean VP re Faculty)

- Classified staff evaluations: the Office of HR notifies the classified staff member and their supervisor. The Office of HR also emails a list of all classified employees scheduled for evaluation to the appropriate dean and vice president. The evaluation process has been shifted from fall to spring, effective spring 2018 (R14-03 HR Email 03-05-18 Classified).

- Management, Supervisors and Confidentials (MSC): the Office of HR notifies members of the group periodically during the year at different stages of the annual evaluation process. (R14-03 HR Email 03-05-18 Classified)

The HR staff track progress during the evaluation cycle for each group using excel spreadsheets and monitor the process to ensure completion of the process. HR staff contact supervisors in the event of any delinquent evaluations (R14-04 Evaluation Tracking System 2016-17).

In summer and fall 2017, several trainings were conducted to review the evaluation process and ensure that timelines were followed. This training process began with the Office of HR reviewing Article 14 on faculty evaluations as well as the evaluation timeline for faculty evaluations during an HR staff meeting (R14-05 HR Staff Meeting Agenda fall 2017, R14-06 Article 14 Evaluations, R14-07 Timelines of Faculty Evaluations). The Office of HR provided training to the deans on the faculty evaluation process and the timeline for the upcoming faculty evaluation process (R14-08 Deans Orientation Agenda 07-19-17 Faculty Evaluations) at the start of the academic year in August 2017. Staff from HR attended the new faculty orientation meeting in fall 2017 and provided similar information to the first year tenure-track faculty (R14-09 Nexus Agenda 09-29-17).

As part of the monitoring and tracking to ensure completion, the Office of HR disseminated lists of faculty scheduled for evaluation in fall 2017 to the deans and division chairs according to each timeline (R14-01 HR email 02-20-18 to Dean about Faculty Evaluation). The deans were instrumental in assuring that faculty evaluations were completed on time in fall 2017. (R14-10 Dean Reminder Email 12-01-17 Evaluation Due)

The Office of HR worked closely with the management team and division chairs to ensure that all evaluations for the 2016-17 academic year were completed. In some instances, the evaluations had been completed, but had not been returned to Human Resources for retention in the employee's file. By the end of the 2016-17 academic year, the following percentages of completed evaluations were documented for each employee group for the

2016-17 academic year (R14-11 Email from HR 03-22-17 Missing Classified Evaluation, R14-12 Email from HR 07-17-17 Missing Faculty Evaluation, R14-13 Email from HR 09-05-17 Missing Adjunct Evaluations from fall 2016 spring 2017, R14-04 Evaluation Tracking System 2016-17).

Percentage of Evaluations Completed	Employee Group
100%	Tenure-Track Faculty
95%	Tenured Faculty
96%	Adjunct Faculty
100%	Division Chairs
94%	Classified
80%	Confidentials
95%	Administrators and Managers

The Office of HR follows established procedures and criteria to monitor the regular and consistent evaluation of each employee group.

- Faculty: are evaluated according to Article 14-Evaluations in the collective bargaining agreement between the College and the Monterey Peninsula College Teachers Association. Article 14 describes the process and frequency of evaluation for tenured, tenure-track, and temporary faculty, as well as for division chairs (R14-06 Article 14 Evaluations).
- Classified employees: are evaluated annually according to Article XII–Evaluations, in the collective bargaining agreement between the College and the Monterey Peninsula College Employees Association. Probationary employees are evaluated at least once before the fifth month of their six-month probationary period (R14-14 Article XII Evaluations).
- Administrators, managers, and confidential employees: are evaluated once annually. The management evaluation process includes a timeline explaining activities scheduled through the year, beginning with the establishment of goals and objectives, a mid-year conference to review progress, and a summary conference when the self-evaluation and supervisor's evaluation are discussed. Every alternate year, College employees are identified to participate in a survey to gather feedback pertaining to the employee's comprehensive knowledge and ability to perform the duties and responsibilities of the

position and support the College mission (R14-15 Management Team Employee Performance Evaluation Process).

2. Prior to the deletion of Standard III.A.6 and the revision of Standard II.A.2 by the Commission, the evaluation forms for members of the management team, confidentials, and the classified staff were updated to include a statement on how members of each employee group use the results of SLO/SAO assessment to improve teaching and learning. This statement is pending negotiations with the faculty union for inclusion in faculty evaluations.

   The College received notification from the Commission dated October 24, 2017 (R14-16 ACCJC letter 10-24-17) of the proposed change to delete Standard III.A.6 pending action in January, 2018. The College has however met the spirit of this Recommendation in all its current and pending evaluation forms.

   ● Faculty: The College and the Monterey Peninsula College Teachers Association (MPCTA) negotiated changes to the "Exhibit G-1-- A Guide for Self Evaluation" that is used for all faculty evaluations (R14-20 Exhibit G-1 A Guide for Self Evaluation). Negotiations have not yet concluded.

      The statement in the evaluation form for instructional faculty is:
      "As appropriate to your assignment, describe your participation in course SLO assessment, program-of-study SLO assessment, program reflections, and (if you are a full-time faculty member) program review. How has your participation influenced your efforts to enhance your teaching? For example, have you tried new teaching techniques, used new tools, included new lecture topics, etc.? If so, why did you make the change(s)?"

      The statement in the evaluation form for non-instructional faculty is:
      "As appropriate to your assignment, describe your participation in service area outcome assessment, program reflections, and (if you are a full-time faculty member) program review. How has your participation influenced your efforts to enhance the services you provide? For example, have you tried new tools or approaches, etc.? If so, why did you make the change(s)?"

   ● Classified staff: The College and the Monterey Peninsula College Employees Association, Chapter #245 (MPCEA) negotiated a revised evaluation form for all classified employees that includes the following component: (R14-19 Classified Evaluation Form)

"Employee and Supervisor had a meaningful conversation about how the employee impacts Student Learning and Service Area Outcomes. The discussion may include: Mission Statement, Accreditation Standards, Program Reflections, etc."

- Management Team: The MSC group agreed in include the following statement in the MSC evaluation form: (R14-15 Management Team Employee Performance Evaluation Process, R14-17 HR Email 07-27-17 Management Team Evaluations, R14-18 HR Email 10-05-17 Reminder Management Evaluation Procedures)

"Describe your participation in SLO/PLO/SAO assessment in your area (e.g., oversight, facilitation, data gathering/evaluation, etc.) How do you support participation in assessment activities in your area? If you have direct reports, what steps have you taken to support their participation in assessment activities? How have you used the results of outcomes assessment conducted in your area to address gaps in teaching, learning or services?"

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R14-01 HR email 02-20-18 to Dean Re FT faculty
R14-02 HR Email 09-05-17 to Dean VP Re PT Faculty
R14-03 HR Email 03-05-18 Classified and MSC
R14-04 Evaluation Tracking System 2016-17
R14-05 HR Staff Meeting Agenda fall 2017
R14-06 Article 14 Evaluations
R14-07 Timelines of Faculty Evaluations
R14-08 Deans Orientation Agenda 07-19-17
R14-09 Nexus Agenda 09-29-17
R14-10 Dean Reminder Email 12-01-17
R14-11 Email from HR 03-22-17
R14-12 Email from HR 07-17-17
R14-13 Email from HR 09-05-17 Adjunct Eval
R14-14 Article XII Evaluations Procedures
R14-15 Mgmt. Team Employee Performance Evaluation
R14-16 ACCJC letter 10-24-17
R14-17 HR Email 07-27-17 Mgmt. Team Evaluations
R14-18 HR Email 10-05-17 Reminder

R14-19 Classified Evaluation Form
R14-20 Exhibit G-1 A Guide for Self Evaluation

RECOMMENDATION 15

Recommendation identified by the Commission:
In order to meet the Standard, the team recommends the College establish a review schedule of policy and procedures relevant to Human Resources. (Standard III.A.11, Standard III.A.12, Standard III.A.13)

Resolution to the Recommendation:

The Cabinet discussed the review schedule of the District's board policies and procedures, including those relevant to Human Resources, as documented in Administrative Procedure 2410 (AP 2410). The following is a summary of actions taken to address this Recommendation and meet the Standards:

1. The College has updated the Administrative Procedure 2410 on the review schedule of board policies and procedures, including those relevant to Human Resources.
2. All legally required board policies relevant to Human Resources have been updated.

Actions Taken to Address the Recommendation:

1. The College has updated the Administrative Procedure 2410 on the review schedule of board policies and procedures, including those relevant to Human Resources.

    The policy and procedures on the review schedule of Board Policies and Administrative Procedures (BP 2410 and AP 2410), are current and are posted on the College website (R15-01 Board Policy 2410 Board Policies and Administrative Procedures, R15-02 Administrative Procedure 2410 Board Policies and Administrative Review Cycle).

2. All legally required board policies relevant to Human Resources have been updated.

    The board policies have been updated based on the templates developed by the Community College League of California (CCLC). All the board policies in Chapters 3 (General Institution) and 7 (Human Resources) are accessible from the College website. (R13-09 Board Policies Website)

(Note re screenshot of Board Policy from website: This evidence is not yet complete. Once the evidence is complete, the note regarding 'Governing Board Policies - Archives' will be removed. Then take the screen shot of the entire page listing every BP on the website for evidence.)

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R13-09 Board Policies Website

R15-01 BP 2410
R15-02 AP 2410

RECOMMENDATION 16

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College immediately address network vulnerabilities starting with implementing a firewall solution in order for the College to ensure its technology infrastructure is appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1 and III.C.3)

Resolution of the Recommendation:

After the College received this Recommendation, the Director of Information Services met with the network operations team to discuss network vulnerabilities and potential solutions.

The following is a summary of actions taken to address this Recommendation and meet the Standard:
1. Various vendors were considered and their proposals to implement a firewall solution were reviewed.
2. The College selected Dimension Data as the vendor to design and implement the firewall solutions.
3. Implementation of network firewall solution was completed by the College Network Team with the assistance of professional services.

The College has resolved its network vulnerabilities by implementing a firewall solution in addition to other appropriate enhancements to the technology infrastructure in order to support the institution's management and operational functions.

Actions Taken to Address the Recommendation:

1. Various vendors were considered and their proposals to implement a firewall solution were reviewed. The College identified the funding to address the security vulnerabilities.

2. The College selected Dimension Data as the vendor to design and implement the firewall solutions. Statements of Work were developed to implement the appropriate network firewall solutions and the project was scheduled.

3. Implementation of network firewall solution was completed by the College Network Team with the assistance of professional services (R16-01 ISE and AMP for Endpoints, R16-02 Firepower Installation, R16-03 Project Closeout Document).

The College has addressed the network vulnerabilities by implementing a current and sustainable firewall system to support the College's management and operational functions. The new firewall includes real-time threat monitoring and enhanced management features. The primary systems for defending against cybercrime have all been updated to current technologies (R16-04 Technology Committee Notes 05-05-17).

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R16-01 ISE and AMP for Endpoints
R16-02 Firepower Installation
R16-03 Project Closeout Document
R16-04 Technology Committee Notes 05-05-17

RECOMMENDATION 17

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College complete and roll out the Information Technology Disaster Preparedness/Recovery Plan in order to recover data and system functionality for the College to operate in the event of a disaster. (Standards III.C.1 and III.C.2)

Resolution of the Recommendation:

After the College received this Recommendation, the Director of Information Services met with the Technology Committee and the IT Department to develop the Information Technology Disaster Preparedness/Recovery Plan to recover data and system function and to operate in the event of a disaster.

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

1. The Information Technology Disaster Preparedness/Recovery Plan was drafted in fall 2016
2. The draft plan was review and endorsed through participatory governance, prior to being adopted by the College in spring 2017.
3. The adopted plan has been incorporated as an addendum to the 2016-2019 Technology Plan of the College and will be reviewed and updated periodically.

Actions Taken to Address the Recommendation:

1. The Information Technology Disaster Preparedness/Recovery Plan was drafted in fall 2016

   The Technology Committee and the IT Department drafted the Information Technology Disaster Preparedness/Recovery Plan in fall 2016 to recover data and system functionality, and continue to operate in the event of a disaster (R17-01 Technology Plan 2016-2019 pgs. 103-110).

2. The draft plan was review and endorsed through participatory governance, prior to being adopted in spring 2017.

   The draft plan was reviewed and approved by the Technology Committee and the President's Advisory Group (R17-02 Technology Committee Minutes 03-10-17, R17-03

President's Advisory Group Agenda 03-14-17). The draft Plan was presented to the Board of Trustees on March 22, 2017.

3. The plan has been incorporated as an addendum to the 2016-2019 Technology Plan of the College and will be reviewed and updated periodically.

   The Disaster Preparedness/Recovery Plan has been incorporated as an addendum to the current Technology Plan of the College (2016-2019). It will be reviewed and updated periodically, so that is remains current (R17-04 Board of Trustees Minutes 01-25-17).

   The College has completed the Information Technology Disaster Preparedness/Recovery Plan to recover data and system functionality, and operate in the event of a disaster.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R17-01 Technology Plan 2016-2019 pgs. 103-110
R17-02 Technology Committee Minutes 03-10-17
R17-03 President's Advisory Group Agenda 03-14-17
R17-04 Board of Trustees Minutes 01-25-17

RECOMMENDATION 18

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College complete the revisions and implementation of all board policies. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Board policies and administrative regulations are 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, and IV.C.7)

Resolution of the Recommendation:

The Office of Superintendent/President, in collaboration with the various campus constituents, the President's Advisory Group (PAG), the Subcommittee of the MPC Board, and the MPC Board of Trustees, has addressed this Recommendation.

The following is a summary of actions taken to address the Recommendation and meet the Standards:
1. Monterey Peninsula Community College District has completed the revision and implementation of all board policies (BPs) after the review and revision by the appropriate campus constituents, and by the Subcommittee of the MPC Board of Trustees. The BPs have been approved by the full MPC Board of Trustees for adoption and implementation.
2. The revised and adopted MPC Board Policies are easily accessible. The BPs and appropriate administrative regulations are posted on the MPC website.
3. The MPC Board of Trustees has adopted and fully implemented the review cycle for all Board Policies.

Actions Taken to Address the Recommendation:

1. The Monterey Peninsula Community College District has completed the revision, adoption, and implementation of all Board Policies.

   All Board Policies were reviewed and revised by the appropriate campus constituent group and then recommended by the President's Advisory Group (PAG) to the Superintendent/President for review, adoption, and implementation by the Board of Trustees (R18-01 PAG Agenda 01-25-17 BP review process, R18-02 PAG Minutes 01-25-17 BP review process). The Superintendent/President provided drafts of all revised

BPs for review and revision to the Subcommittee of the MPC Board of Trustees. The BPs were then approved by the full MPC Board of Trustees for adoption and implementation.

2. The revised and adopted MPC Board Policies are easily accessible. The BPs and appropriate administrative regulations are posted on the MPC website.

   Board Policies are published and easily accessible via MPC's website after they are approved for adoption and implementation by the MPC Board of Trustees (R13-09 Board Policies Website) (Update)

3. The MPC Board of Trustees has adopted and fully implemented the review cycle for all Board Policies.

   Year one of the BP Review Cycle begins in 2018-19 (R15-01 Board Policy 2410 Board Policies and Administrative Procedures, R15-02 Administrative Procedure 2410 Board Policies Review Cycle).

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R13-09 Board Policies Website
(Note re screenshot of Board Policy from website: This evidence is not yet complete. Once the evidence is complete, the note regarding 'Governing Board Policies - Archives' will be removed. Then take the screenshot for evidence.)

R15-01 BP 2410
R15-02 AP 2410

R18-01 PAG Agenda 01-25-17
R18-02 PAG Minutes 01-25-17

RECOMMENDATION 19

Recommendation Identified by the Commission:
In order to meet the Standards, the team recommends the College discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund without the need to make significant draws against the unrestricted fund balance, one-time resources, or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)

Resolution of the Recommendation:

Upon receiving this Recommendation, the College took the following actions to address this Recommendation and meet the Standards:

1. The Superintendent/President directed the Cabinet to work with College budget managers to develop a tentative budget, and ultimately a final budget, for 2017-18 that balances ongoing expenses with ongoing revenues.
2. The College developed a balanced budget without drawing against the unrestricted fund balance, one-time resources, or transfers from other funds for the 2017-18 tentative budget.
3. The Board of Trustees approved the final budget for 2017-18 in which ongoing revenues match ongoing expenditures in the unrestricted general fund without drawing against unrestricted funds, one-time resources, or transfers from other funds.

Actions Taken to Address the Recommendation:

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

   The College has taken action to reduce expenses and become more efficient. These actions combined with enrollment enhancements and more efficient FTES generation has allowed for a balanced budget (R19-01 Board Agenda 06-29-17 Progress Report, R19-02 Recommendation 19 Progress Update 06-29-17).

2. The College developed a balanced budget without drawing against the unrestricted fund balance, one-time resources, or transfers from other funds for the 2017-18 tentative budget.

The 2017-18 budget development process identified ongoing state, local and federal revenues to cover the annual operational expenses projected throughout the fiscal year.

3. The Board of Trustees approved the final budget for 2017-18 in which ongoing revenues match ongoing expenditures in the unrestricted general fund without drawing against unrestricted funds, one-time resources, or transfers from other funds.

The College developed and the Board of Trustees reviewed and approved a balanced budget without drawing against the unrestricted fund balance, one-time resources, or transfers from other funds for the 2017-18 tentative budget in June 2017 (R19-03 Board Agenda item 06-29-17 Tentative Budget, R19-04 Board Minutes 06-29-17 Approval of Tentative Budget).

The Board of Trustees had a special meeting on August 10, 2017 for a Budget Workshop (R19-05 Budget Workshop 08-10-17 PowerPoint, R19-06 Board Minutes 08-10-17 Budget Workshop). On August 23, 2017 the Board of Trustees approved the final budget with adjusted assumptions, maintaining a balanced budget of ongoing revenue matching ongoing expenses (R19-07 Board Minutes 08-23-17 Approval Final Budget).

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:
R19-01 Board Agenda 06-29-17 Progress Report
R19-02 Recommendation 19 Progress Update 06-29-17
R19-03 Board Agenda item 06-29-17 Tentative Budget
R19-04 Board Minutes 06-29-17 Approval of Tentative Budget
R19-05 Budget Workshop 08-10-17 PowerPoint
R19-06 Board Minutes 08-10-17 Budget Workshop
R19-07 Board Minutes 08-23-17 Approval Final Budget

RECOMMENDATION 20

Recommendation Identified by the Commission:
In order to meet the Standard, the team recommends that the College develop a funding plan and set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) annual required contribution (ARC) each year. (Standard III.D.12)

Resolution of the Recommendation:

The vice president of administrative services, under the direction of the Superintendent/President, addressed this Recommendation by taking the following actions to meet the Standard:

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

Actions Taken to Address the Recommendation:

1. The College has developed a funding plan that recognizes the Annual Required Contribution (ARC) each year to fund Other Post-Employment Benefits (OPEB).

The District has an OPEB Unfunded Actuarial Accrued Liability of approximately $9.2 million that is reassessed every two years to allow for any adjustments to the College's liability (R20-01 Actuarial Report Total Compensation 12-09-16).

The Board of Trustees approved the establishment of an irrevocable trust authorizing the District's participation in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Authority (R20-02 Board Agenda 11-18-15 CCLC Retiree Health Benefit Program, R20-03 Board Minutes 11-18-15 Approval CCLC Retiree Health Benefit Program).

The District established two accounts in the 2015-16 Fiscal Year to offset the liability with an outside banking institution as part of an approved Joint Powers Agreement (JPA) through the Community College League of California (CCLC). The District transferred three million dollars into a balanced investment account (irrevocable trust account) and one million dollars into an associated liquidity account. In the 2017-18 fiscal year, the District transferred an

additional $531 thousand into the irrevocable trust (R20-04 Asset Summaries).

2. The funding plan is part of the College's efforts for institutional effectiveness and states that the College maintains an irrevocable trust account currently containing over four and a half million dollars offsetting future liabilities.

   This plan complies with Government Accounting Standards Board (GASB) rules for funding the liability and provides greater interest income to "discount" the liability. The College is budgeting for its Annual Required Contribution (ARC) to appropriately address this long-term liability and is part of the College's institutional effectiveness goals (R20-05 IEPI 2017-18 Goals).

   The Recommendation has been met and the College is in full compliance with the Standards.

   Evidence:
   R20-01 Actuarial Report Total Compensation 12-09-16
   R20-02 Board Agenda 11-18-15 CCLC Program
   R20-03 Board Minutes 11-18-15 Approval CCLC Program
   R20-04 Asset Summaries
   R20-05 IEPI 2017-18 Goals

RECOMMENDATION 21

Recommendation Identified by the Commission:
In order to meet the Standard, the team recommends the College clarify Board, administrators, classified and faculty roles in the decision-making process and routinely evaluate and monitor these roles. These roles are not distinctly differentiated at the faculty level between Academic Senate and the faculty bargaining unit's role in participatory governance and labor relations. (Standard IV.A.6)

Resolution of the Recommendation:

Members of the Board, administration, classified staff, Academic Senate and bargaining units have participated to clarify roles in the decision-making process, and evaluate and monitor them.

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

1. All the MPC trustees have participated in training regarding the role and responsibility of trustees at Community College League of California (CCLC)-sponsored conferences.
2. With broad-based engagement from classified staff, faculty, and administrators, the College has clarified the roles of each constituent group and created the *Resource Guide to Institutional Decision Making at MPC (Resource Guide).*
3. To address differentiating the distinction between faculty roles in the Academic Senate and in collective bargaining, the Academic Senate for California Community Colleges (ASCCC) was invited to provide training to MPC faculty.
4. The College continuously evaluates and monitors how constituent groups are working in context of their appropriate roles on campus.

Actions Taken to Address the Recommendation:
1. All the MPC trustees have participated in training regarding the role and responsibility of trustees at Community College League of California (CCLC)-sponsored conferences

    All members of MPC's five-member Board of Trustees participated in training regarding the appropriate role of board members at the "New Trustee" workshop in January, 2017 (R21-01 CCLC Conferences January 2017 Board Attendance). The Trustees demonstrate their role in governance.

2. With broad-based engagement from classified staff, faculty, and administrators, the College has clarified the roles of each constituent group and created the *Resource Guide to Institutional Decision Making at MPC (Resource Guide).*

   During the 2015-16 academic year, the College began working with a consultant from the Collaborative Brain Trust (CBT) to promote broad discussion and develop a resource guide that would clarify the roles of each constituent group at the College and define the charge of each group in the College's participatory governance structure. The *Resource Guide* was created with much involvement from all constituent groups (R1-24 Resource Guide to Institutional Decision Making 2017-18). The final document was approved in October, 2016 and recommended for adoption by the President's Advisory Group (R21-02 College Council Agenda 10-25-16, R21-03 College Council Minutes 10-25-16).

   The contents of the *Resource Guide* are reviewed annually in fall. The first annual review took place in fall 2017. The PRIE Committee is charged with evaluating institutional effectiveness every three years. This review will include an evaluation of how constituent groups are working within their roles. The first evaluation is scheduled to begin in spring 2019 to make changes and improvements in the 2019-20 edition.

3. To address differentiating the distinction between faculty roles in the Academic Senate and in collective bargaining, the Academic Senate for California Community Colleges (ASCCC) was invited to provide training to MPC faculty.

   To help clarify roles on campus, the Academic Senate at MPC was granted a visit from an ASCCC Accreditation Resource Team. ASCCC Executive Committee members, Julie Bruno and John Freitas, visited the College on November 10th, 2016 (R21-04 Email Allusers 11-02-16 Academic Senate). They met with the MPC Academic Senate President, with members of the MPC Academic Senate, and even had an open session with a broad sampling of campus members that included the Associate Dean of Human Resources and the Superintendent/President. At the open session, they discussed the purview of the Academic Senate and how it differs or might overlap with the purview of other constituencies on campus including the faculty union and the administration.

   In addition, at the start of each semester, during the scheduled Flex Day gathering, staff, faculty, and administration gather for presentations from the leads of various governance and operational units of the College.   For the past few Flex Days, the President of the MPC Academic Senate has discussed the role of the Academic Senate with all campus constituents.

The Academic Senate has now instituted an Academic Senate retreat at the start of each school year. These retreats have been designed to once again reiterate the role of the Academic Senate and its purview, as stated in law. During this time, senators also engage in discussion as to what the appropriate role of the Senate might be in regard to important topics on campus.

4. The College continuously evaluates and monitors how constituent groups are working in context of their appropriate roles on campus.

   Monitoring roles on campus is a regular activity. The Academic Senate has made recommendations to the Board of Trustees regarding specific Board Policy language related to the role of the Academic Senate in regard to 10+1 matters (R21-05 Board Policy 4235 Credit by Examination)(update). In addition, the clarity of roles within the faculty on Academic Senate and in collective bargaining is being monitored.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence:

R1-24 Resource Guide 2017-18

R21-01 CCLC Conferences January 2017 Board Attendance
R21-02 College Council Agenda 10-25-16
R21-03 College Council Minutes 10-25-16
R21-04 Email Allusers 11-02-16 Academic Senate
R21-05 Board Policy 4235 Credit by Examination(update)

RECOMMENDATION 22

Recommendation Identified by the Commission:
In order to meet the Standard, the team recommends that the College develop a calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness. (Standard IV.A.7)

Resolution of the Recommendation:

After reviewing practices related to the evaluation of policies, procedures, and processes for integrity and effectiveness, the College has taken the following actions to address the Recommendation to meet the Standards:

1. The College strengthened accountability for evaluation practices by creating the institutional infrastructure for planning, research and institutional effectiveness by establishing the Office of PRIE charged with assessing the College's continuous quality improvement work. The College also formed the PRIE Committee.
2. The College adopted an institutional handbook – *Resource Guide to Institutional Decision Making at MPC* - that outlines general evaluation procedures and timelines for its primary decision-making processes.
3. The PRIE Committee developed a ten-year planning and evaluation calendar for major institutional processes and plans.
4. The PRIE Committee developed tools to support systematic evaluation of the effectiveness of College policies, procedures, and processes, including tools designed to improve communication about evaluation results and promote the use of evaluation results as the basis for continuous improvement.

Actions Taken to Address the Recommendation:

1. The College strengthened accountability for evaluation practices by creating the institutional infrastructure for planning, research, and institutional effectiveness by establishing the Office of PRIE and creating the PRIE Committee.

   The College has taken several actions to strengthen accountability and oversee the effectiveness of its evaluation practices. The PRIE Committee was created in late October 2016 when the College adopted the *Resource Guide.* As stated in the *Resource Guide,* the PRIE Committee's charge includes oversight for the assessment of institutional processes.

The Superintendent/President convened the PRIE Committee in March 2017 (R2-01 PRIE Committee Charge, *Resource Guide to Institutional Decision-Making,* pg. 25).

Simultaneously to convening the PRIE Committee, the Superintendent/President spearheaded the process of establishing the Office of Planning, Research, and Institutional Effectiveness (PRIE) within the College's organizational structure. In February 2017, the Governing Board approved the creation of a new position - dean of planning, research, and institutional effectiveness (PRIE) - to provide administrative leadership for integrated planning and assessment, including the timely and systematic assessment of institutional processes. An interim dean of PRIE was hired and began work on July 1, 2017 (R1-01 Board Minutes 02-22-17 Dean of PRIE Job Description, R1-03 Board Minutes 05-31-17 Approval of Hiring Catherine Webb Dean of PRIE interim).

2. The College adopted an institutional handbook – *Resource Guide to Institutional Decision Making at MPC* - that outlines general evaluation procedures and timelines for its primary decision-making processes.

In late October 2016, the College adopted the *Resource Guide* as its governance and decision-making handbook. The *Resource Guide* documents participatory governance structures and decision-making practices in order to promote a common understanding of processes, ensure consistent application of policies and procedures, and support continuous improvement (R22-01 College Council Minutes 10-25-16 Adoption of the *Resource Guide to Institutional Decision Making at MPC*).

The *Resource Guide* also establishes clear expectations for the evaluation of the practices it documents (R2-02 Evaluating the Resource Guide pg. 5). The first annual review of the *Resource Guide* took place in fall 2017, and resulted in minor revisions to committee names, descriptions, and membership. The College plans to review the *Resource Guide* annually in fall and make minor revisions as needed to maintain accurate descriptions. In addition to this annual review, it is documented in the *Resource Guide* that the PRIE Committee will be responsible to evaluate the effectiveness of the *Resource Guide,* and the processes and procedures it describes, every three years. The first evaluation of the effectiveness of the *Resource Guide* is scheduled to begin in spring 2019 in order to inform the development of the 2019-20 edition.

3. The PRIE Committee developed a ten-year planning and evaluation calendar for major institutional processes and plans.

To further clarify and expand on the expectations for evaluation outlined in the *Resource Guide*, the PRIE Committee developed a ten-year planning and evaluation calendar that communicates evaluation cycles for all major institutional processes and planning documents. The calendar includes a color-coding scheme to help distinguish between progress evaluations, process evaluations, and ongoing performance/progress monitoring. The Office of PRIE is responsible for maintaining the calendar and notifying responsible parties when processes or planning documents they oversee are entering an evaluation cycle (R2-03 Planning and Evaluation Calendar).

4. The PRIE Committee developed tools to support systematic evaluation of the effectiveness of College policies, procedures, and processes, including tools designed to improve communication about evaluation results and promote the use of evaluation results as the basis for continuous improvement.

The PRIE Committee developed three evaluation tools that support the timely and systematic assessment of institutional progress and planning processes: a pre-implementation readiness checklist (R2-04 Process Readiness Checklist fall 2017), a process evaluation survey instrument (R2-05 Process Evaluation Survey Instrument fall 2017), and a set of questions to guide evaluation of progress towards a goal or outcome (R2-06 Progress Evaluation Questions fall 2017). The PRIE Committee has been prototyping each tool with small groups to assess and improve their effectiveness prior to campus wide launch. Results of the prototype testing suggest that the tools facilitate discussions about how the results of an evaluation can be used as a basis for improvement. For example:

- The PRIE Committee prototyped the pre-implementation readiness checklist prior to launching the fall 2017 annual program review update/action plan process. Discussion of the results of this pre-launch evaluation led to several improvements prior to the implementation of the process, including developing a stronger communication plan and clarifying the goals of the process (R22-02 PRIE Committee Minutes 11-06-17).
- The process evaluation survey was tested with campus personnel who had participated in the process to update the Technology Plan. The Office of PRIE Office compiled the survey results and facilitated a discussion with the Technology Committee about the strengths and areas for improvement in the Technology Plan process. Members of the Technology Committee also provided feedback on the survey instruments. The PRIE Committee used this feedback to improve the survey instrument for future use (R2-08 Process Evaluation Survey Tech Plan Results Summary, R2-09 Tech Committee Minutes 10-13-17, R2-10 PRIE Committee Minutes 10-16-17).

All three tools have been incorporated into the draft of the *Integrated Planning Handbook* and are linked to the Office of PRIE's intranet site so that they are readily available to the campus at large.

The Recommendation has been met and the College is in full compliance with the Standards.

Evidence
R1-01 Board Minutes 02-22-17 Dean of PRIE JD
R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE interim

R2-01 PRIE Committee Charge, *Resource Guide* pg. 25
R2-02 Evaluating the Resource Guide pg. 5
R2-03 Planning and Evaluation Calendar
R2-04 Process Readiness Checklist fall 2017
R2-05 Process Evaluation Survey Instrument fall 2017
R2-06 Progress Evaluation Questions fall 2017
R2-08 Process Evaluation Survey Tech Plan Results Summary
R2-09 Tech Committee Minutes 10-13-17
R2-10 PRIE Committee Minutes 10-16-17

R22-01 College Council Minutes 10-25-16 *Resource Guide*
R22-02 PRIE Committee Minutes 11-06-17

EVIDENCE LIST

I-01 President's Campus Email 02-07-17 ACCJC Findings Re MPC
I-02 MPC Accreditation Website
I-03 President's Cabinet Agenda 02-07-17
I-04 Cabinet Plus Agenda 03-30-17
I-05 President's Cabinet Agenda 02-02-17
I-06 Accreditation Forum Packet 02-10-17
I-07 Accreditation Forum PPT 02-10-17
I-08 Cabinet Plus Agenda 05-16-17
I-09 Cabinet Plus Agenda 11-21-17
I-10 Cabinet Plus Agenda 02-27-18
I-11 Board 03-22-17 Rec to Meet Standard Progress Report
I-12 Board 03-22-17 Rec to Improve Progress Report
I-13 Board 01-24-18 Rec to Meet Standard Progress Report
I-14 Board 01-24-18 Rec to Improve Progress Report
I-15 AAAG Minutes 03-15-17

R1-01 Board Minutes 02-22-17 Dean of PRIE JD
R1-02 Job Announcement Dean of PRIE
R1-03 Board Minutes 05-31-17 Approval to hire Dean of PRIE
R1-04 Board Minutes 02-22-17 Associate Researcher Job Description
R1-05 Job Announcement Associate Researcher
R1-06 Board Minutes 09-27-17 Approval to hire Associate Researcher
R1-07 Board Minutes 08-23-17 Approval to hire Admin Asst PRIE
R1-08 Job Announcement Admin Asst PRIE
R1-09 Board Minutes 11-29-17 Approval to hire Admin Asst PRIE
R1-10 TracDat Pilot Invite 11-07-16 Email
R1-11 LAC Minutes 11-28-16 TracDat Pilot Debrief
R1-12 Spring 2017 Flex Workshops 01-19-17
R1-13 Course Assessment Dashboard College wide summary
R1-14 PLO Assessment Questionnaire Sample
R1-15 Fall 2017 Flex Program Reflections Instructions
R1-16 Fall 2017 PLO Mapping Attendees
R1-17 Public Safety Programs Assessment Report
R1-18 School of Nursing Program Assessment Report
R1-19 All Users Email 01-24-18 LAC Lab Hours
R1-20 Program Assessment Implementation Plan 02-14-18
R1-21 LAC Recommendation of Program Assessment Plan 02-14-18
R1-22 Program Assessment Dashboard College wide summary
R1-23 Board Agenda 02-21-18 Approval of PLO Plan

R1-24 Resource Guide 2017-18
R1-25 Defining Student Subpopulations for Disaggregation
R1-26 Five Year Retention and Success Trends Dashboard
R1-27 MPC Online Education Dashboard
R1-28 LAC Minutes 02-27-17
R1-29 LAC Minutes 04-10-17
R1-30 PRIE Minutes 04-17-17
R1-31 PRIE Minutes 07-17-17
R1-32 PRIE Minutes 08-11-17
R1-33 Disaggregation of SLO Data in Canvas Pilot Concept
R1-34 Email 01-03-18 Initial Canvas Pilot Results
R1-35 Defining and Mitigating Performance Gaps
R1-36 Process Evaluation Survey Instrument Fall 2017

R2-01 PRIE Committee Charge, *Resource Guide* pg. 25
R2-02 Evaluating the Resource Guide pg. 5
R2-03 Planning and Evaluation Calendar
R2-04 Process Readiness Checklist fall 2017
R2-05 Process Evaluation Survey Instrument fall 2017
R2-06 Progress Evaluation Questions fall 2017
R2-07 PRIE Committee Minutes 11-06-17
R2-08 Process Evaluation Survey Tech Plan Results Summary
R2-09 Tech Committee Minutes 10-13-17
R2-10 PRIE Committee Minutes 10-16-17
R2-11 PRIE Committee Minutes 3-5-18

R3-01 Fall 2017 Flex Workshop 08-16-17
R3-02 Spring 2018 Flex Day Workshop 01-18-18 ~~in~~
R3-03 AAAG Minutes 02-15-17
R3-04 MPC Cycle of Course and Program Assessment
R3-05 Student Learning Outcomes/Reflections Website
R3-06 AAAG Minutes 08-14-17
R3-07 Courses not assessed
R3-08 Systematic Plan for Assessment spring 2016
R3-09 Course assessment by Division
R3-10 Course assessment by discipline
R3-11 Business assessment plan
R3-12 English as a Second Language assessment plan
R3-13 School of Nursing assessment plan
R3-14 Resource Prioritization and Allocation Process

R3-15 Programs Assessment by Division

R4-01 PRIE Committee Group Norms Adopted 03-07-17
R4-02 PRIE Minutes 05-01-17 IEPI Integrated Planning
R4-03 MPC Letter of Interest for an IEPI PRT
R4-04 PRT Menu of Options
R4-05 Draft Innovation and Effectiveness Plan
R4-06 MPC Integrated Planning Model 2017
R4-07 PRIE Committee Minutes 08-21-17
R4-08 PRIE Integrated Planning Website
R4-09 PRIE Intranet Homepage
R4-10 Integrated Planning Handbook (DRAFT)
R4-11 PRIE Committee Minutes 06-19-17
R4-12 Narrative Description of RPA Process Draft
R4-13 Timeline for RPA Process Draft
R4-14 Budget Development Calendar
R4-15 Annual Program Review fall 2017 Instructions
R4-16 Annual Program Review PRIE Sample
R4-17 Data Review Worksheet
R4-18 SLO assessment report Sample
R4-19 List of Subpopulations for Disaggregation
R4-20 Data Dashboards PRIE Intranet
R4-21 Online Dashboard Table of Contents
R4-22 Course Success & Retention Trends
R4-23 Scorecard Table of Contents
R4-24 Sample Basic Skills Math

R5-01 AP 5530
R5-02 MPC College Catalog 2017-18 pg. 55-57
R5-03 Student Complaint and Grievance Procedures Webpage
R5-04 Student Complaint Form
R5-05 Student Complaint Log Template
R5-06 Student Complaint Log Form 2010-16

R8-01 Library Survey Instrument for Students
R8-02 Library Survey Instrument for Staff and Faculty
R8-03 Library Survey Instrument for Community Users
R8-04 Email invitation to participate
R8-05 Summary of survey results

R8-06 Program Reflections Form on Student Learning Fall 2017
R8-07 Announcement of Expanded Library Hours Fall 2017

R9-01 Student Services Survey fall 2017
R9-02 Student Services Survey Results fall 2017
R9-03 Marina Annual Program Review Instructions
R9-04 Sample Marina Annual Program Review
R9-05 Counseling Hours at Marina Flyer, spring 2017
R9-06 Counseling Hours at Marina Flyer, fall 2017
R9-07 Marina Counseling Report March 2017
R9-08 StudentLingo Flyer
R9-09 Crisis Text Line Card
R9-10 Student Wellness Service Flyer
R9-11 Kognito Flyer
R9-12 Online Counseling Screenshot
R9-13 All Student Services SAO
R9-14 Student Services Program Review Calendar/Timeline
R9-15 Student Services Resources November 2017
R9-16 TracDat Student Services sample
R9-17 Health Services Oct Marina Flyer
R9-18 Health Services Today Marina Flyer
R9-19 Assessment Calendar Marina
R9-20 Assessment Testing Location Sign Marina
R9-21 Financial Aid Services Marina
R9-22 Ask a Counselor screenshot
R9-23 Sidewalk Sign
R9-24 Marina Student Services Calendar
R9-25 Marina Student Services Webpage
R9-26 Calendar for Bulletin Boards
R9-27 Student Services Banner Marina
R9-28 Grad Guru Flyer Marina
R9-29 Email to Faculty Marina
R9-30 Transfer Awareness Banner Marina
R9-31 Student Services Poster Marina
R9-32 Dreamers Banner Marina
R9-33 Board Agenda 01-2-517 Dean of Student Services/Marina JD
R9-34 Board Minutes 01-25-17 Dean of Student Services/Marina JD
R9-35 Board Agenda 06-29-17 Hiring Dean of Student Services/Marina
R9-36 Board Minutes 06-29-17 Approval to hire Dean of Student Service/Marina

R13-01 Board Agenda Item 06-29-17 Approving the CBT Contract
R13-02 Email 07-26-17 HR Staffing Plan
R13-03 EB07 Employee EE06 Occupational Activity
R13-04 CBT MPC 10-05-17 HR Staffing Plan contract addendum
R13-05 Email 11-14-17 to Shasta College
R13-06 email 11-16-17 Shasta CCD Position Checklist
R13-07 Email 11-30-17 Preliminary Staffing Plan
R13-08 MPC Preliminary Staffing Study (need updated draft)
R13-09 Board Policies Website
R13-10 Board Agenda 01-25-17 Dean of Instruction CTE JD
R13-11 Board Minutes 01-25-17 Dean of Instruction CTE JD
R13-12 Board Agenda 06-29-17 Approval Hire Dean of Instruction CTE
R13-13 Board Minutes 06-29-17 Approval Hire Dean of Instruction CTE
R13-14 Board Agenda 11-26-16 Director of Marketing JD
R13-15 Board Minutes 11-26-16 Director of Marketing JD
R13-16 Board Agenda 09-27-17 Approval Hire Director of Marketing
R13-17 Board Agenda 03-22-17 Director of Security JD
R13-18 Board Minutes 03-22-17 Director of Security JD
R13-19 Board Agenda 05-31-17 Approval Hire Director of Security
R13-20 Board Minutes 11-16-17 VP of Advancement JD
R13-21 Board Minutes 06-29-17 Approve to hire VP of Advancement
R13-22 AAAG Minutes 10-21-15
R13-23 Faculty Summary 2015
R13-24 AAAG Minutes 11-09-16
R13-25 Faculty Summary 2016
R13-26 AAAG Minutes 11-15-17
R13-27 Faculty Summary 2017
R13-28 VPAA Org Chart 2017-18
R13-29 RTF Form

R14-01 HR email 02-20-18 to Dean Re FT faculty
R14-02 HR Email 09-05-17 to Dean VP Re PT Faculty
R14-03 HR Email 03-05-18 Classified and MSC
R14-04 Evaluation Tracking System 2016-17
R14-05 HR Staff Meeting Agenda fall 2017
R14-06 Article 14 Evaluations
R14-07 Timelines of Faculty Evaluations
R14-08 Deans Orientation Agenda 07-19-17
R14-09 Nexus Agenda 09-29-17
R14-10 Dean Reminder Email 12-01-17

R14-11 Email from HR 03-22-17
R14-12 Email from HR 07-17-17
R14-13 Email from HR 09-05-17 Adjunct Eval
R14-14 Article XII Evaluations Procedures
R14-15 Mgmt. Team Employee Performance Evaluation
R14-16 ACCJC letter 10-24-17
R14-17 HR Email 07-27-17 Mgmt. Team Evaluations
R14-18 HR Email 10-05-17 Reminder
R14-19 Classified Evaluation Form
R14-20 Exhibit G-1 A Guide for Self Evaluation

R15-01 BP 2410
R15-02 AP 2410

R16-01 ISE and AMP for Endpoints
R16-02 Firepower Installation
R16-03 Project Closeout Document
R16-04 Technology Committee Notes 05-05-17

R17-01 Technology Plan 2016-2019 pgs. 103-110
R17-02 Technology Committee Minutes 03-10-17
R17-03 President's Advisory Group Agenda 03-14-17
R17-04 Board of Trustees Minutes 01-25-17

R18-01 PAG Agenda 01-25-17
R18-02 PAG Minutes 01-25-17

R19-01 Board Agenda 06-29-17 Progress Report
R19-02 Recommendation 19 Progress Update 06-29-17
R19-03 Board Agenda item 06-29-17 Tentative Budget
R19-04 Board Minutes 06-29-17 Approval of Tentative Budget
R19-05 Budget Workshop 08-10-17 PowerPoint
R19-06 Board Minutes 08-10-17 Budget Workshop
R19-07 Board Minutes 08-23-17 Approval Final Budget

R20-01 Actuarial Report Total Compensation 12-09-16
R20-02 Board Agenda 11-18-15 CCLC Program
R20-03 Board Minutes 11-18-15 Approval CCLC Program
R20-04 Asset Summaries

R20-05 IEPI 2017-18 Goals

R21-01 CCLC Conferences January 2017 Board Attendance
R21-02 College Council Agenda 10-25-16
R21-03 College Council Minutes 10-25-16
R21-04 Email Allusers 11-02-16 Academic Senate
R21-05 Board Policy 4235 Credit by Examination (update)

R22-01 College Council Minutes 10-25-16 *Resource Guide*
R22-02 PRIE Committee Minutes 11-06-17