

Monterey Peninsula College

Midterm Report

Submitted by:

Monterey Peninsula College
980 Fremont St.
Monterey, CA 93940

Submitted to:

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

Date submitted:

____ __, 2020

Certification of Midterm Report

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

From: David Martin
Monterey Peninsula College
980 Fremont Street, Monterey, CA 93940

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

Signatures:

David Martin, Chief Executive Officer (Date)

Yuri Anderson, Board of Trustees Chair (Date)

Dr. Robert Pacheco, Accreditation Liaison Officer (Date)

Adria Gerard, Academic Senate President (Date)

(Name, Title, Representing) (Date)

(Name, Title, Representing) (Date)

Table of Contents

Report Preparation	4
Plans Arising Out of the Self-Evaluation Process	5
Standard I.B: Assuring Quality and Institutional Effectiveness	5
Actionable Improvement Plan 1	5
Actionable Improvement Plan 2	5
Standard II.A: Instructional Programs	6
Actionable Improvement Plan 3	6
Actionable Improvement Plan 4	7
Standard III.A: Human Resources	7
Actionable Improvement Plan 5	7
Standard III.D: Fiscal Resources	8
Actionable Improvement Plan 6	8
Actionable Improvement Plan 7	9
Standard IV.A: Decision-Making Roles and Processes	9
Actionable Improvement Plan 8	9
Institutional Reporting on Quality Improvements	11
Response to Recommendations for Improvement	11
Recommendation 6	11
Recommendation 7	11
Recommendation 10	12
Recommendation 11	12
Recommendation 12	13
Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards	13
Student Learning Outcomes (Standard I.B.2)	13
Institution Set Standards (Standard I.B.3)	14
Report on the Outcomes of the Quality Focus Projects	15
QFE 1: Implementation of an enrollment management system (EMS)	15
QFE 2: Implementation of TracDat	15
QFE 3: Procurement and Implementation of an Enterprise Resource Planning (ERP) system	16
Fiscal Reporting	17
Appendix A: Evidence List	18

Report Preparation

Instructions: Describe the process used to prepare the report and identify those who were involved in its preparation.

Monterey Peninsula College (MPC) last hosted the Accrediting Commission for Community and Junior Colleges (ACCJC) for an accreditation site visit _____ through _____. In preparation for that visit, MPC wrote an institutional self-evaluation report based on the ACCJC's accreditation standards (____). MPC received its external evaluation report (___)

Plans Arising Out of the Self-Evaluation Process

Standard I.B: Assuring Quality and Institutional Effectiveness

Actionable Improvement Plan 1

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

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

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Actionable Improvement Plan 2

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

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

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Standard II.A: Instructional Programs

Actionable Improvement Plan 3

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

Related standards: II.A.5

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Actionable Improvement Plan 4

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

Related standards: II.A.11

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Standard III.A: Human Resources

Actionable Improvement Plan 5

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

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

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Standard III.D: Fiscal Resources

Actionable Improvement Plan 6

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

Related standards: III.D.1

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Actionable Improvement Plan 7

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

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

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Standard IV.A: Decision-Making Roles and Processes

Actionable Improvement Plan 8

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

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

Status:

Responsible parties:

Narrative:

Progress and resulting outcomes

Remaining pending actions

Evidence List

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement

Recommendation 6

In order to improve, the team recommends that the College develop more intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation in student learning outcomes assessment from all faculty. (Standard II.A.3)

Status:

Responsible parties:

Narrative:

How was this recommendation considered?

What was done by the institution as a result of the recommendation?

Evidence List

Recommendation 7

In order to improve, the team recommends that the College use enrollment data to inform scheduling decisions and implement an enrollment management system to facilitate data usage. (Standards II.A.6; II.A.10)

Status:

Responsible parties:

Narrative:

How was this recommendation considered?

What was done by the institution as a result of the recommendation?

Evidence List

Recommendation 10

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

Status:

Responsible parties:

Narrative:

How was this recommendation considered?

What was done by the institution as a result of the recommendation?

Evidence List

Recommendation 11

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

Status:

Responsible parties:

Narrative:

How was this recommendation considered?

What was done by the institution as a result of the recommendation?

Evidence List

Recommendation 12

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

Status:

Responsible parties:

Narrative:

How was this recommendation considered?

What was done by the institution as a result of the recommendation?

Evidence List

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Instructions: Reflecting on MPC's assessment processes since the last comprehensive review, narratively answer the following questions.

- What are the strengths of the process that helps lead the college to improve teaching and learning?
- What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?
- Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

- In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

Evidence List

Institution Set Standards (Standard I.B.3)

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Instructions: Using the most recent Annual Report, answer each of the following questions in relation to trend data on institution-set standards for 1) course completion, 2) certificate completion, 3) degrees awarded, and 4) transfer. The answers may include charts.

- Has the college met its floor standards
- Has the college achieved its stretch (aspirational) goals?
- What initiative(s) is the college undertaking to improve its outcomes?
- How does the college inform its constituents of this information?

Evidence List

- 2019 Annual Report

Report on the Outcomes of the Quality Focus Projects

QFE 1: Implementation of an enrollment management system (EMS)

Progress report

Status:

Goals:

Actions:

Data:

Results: (changes in student achievement and student learning)

Potential and intent to further expand:

Note if the project did not achieve the desired outcomes and identify any contributing factors:

Evidence List

QFE 2: Implementation of TracDat

Progress report (including impact on access, success, and institutional effectiveness)

Status:

Goals:

Actions:

Data:

Results: (changes in student achievement and student learning)

Potential and intent to further expand:

Note if the project did not achieve the desired outcomes and identify any contributing factors:

Evidence List

QFE 3: Procurement and Implementation of an Enterprise Resource Planning (ERP) system

Progress report (including impact on access, success, and institutional effectiveness)

Status:

Goals:

Actions:

Data:

Results: (changes in student achievement and student learning)

Potential and intent to further expand:

Note if the project did not achieve the desired outcomes and identify any contributing factors:

Evidence List

Fiscal Reporting

Note any areas from the Annual Fiscal Report that indicate that the college is not meeting its goals, e.g. high loan default rates, unmet liabilities, and/or projected deficits. For each area noted, describe plans for improvement

If there are no such areas, no narrative is necessary. Please include the Annual Fiscal Report regardless.

Evidence List

- 2019 Annual Fiscal Report

Appendix A: Evidence List