ACCJC

Date Submitted: October 15, 2020

MIDTERM REPORT

MPC
MONTEREY PENINSULA
COLLEGE

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Monterey Peninsula College

Midterm Report

Submitted by:

Monterey Peninsula College
980 Fremont St.
Monterey, CA 93940

Date submitted:
October 15, 2020

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

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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)

_____

Adria Gerard, Academic Senate President   (Date)

_____

Robert Pacheco, Ed.D., Accreditation Liaison Officer   (Date)

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Report Preparation

Monterey Peninsula College (MPC) hosted the Accrediting Commission for Community and Junior Colleges (ACCJC) for an accreditation site visit October 10, 2016, through October 13, 2016. In preparation, MPC submitted an institutional self-evaluation report to ACCJC in August 2016 (RP1).

MPC received its external evaluation report from the site visit team in November 2016, and ACCJC imposed probation on MPC on February 3, 2017 (RP2; RP3). A follow-up report was required and subsequently submitted to ACCJC on March 15, 2018 (RP4). The report addressed the 17 Recommendations to Meet the Standard set by the site visit team. The site team conducted a follow up visit on April 9, 2018, and submitted a follow-up visit report to ACCJC in May 2018 (RP5). On June 13, 2018, ACCJC acted to Remove Probation and Reaffirm Accreditation for 18 months (RP6). MPC submitted the requisite Follow-Up Report on November 1, 2018 (RP7).

On January 25, 2019, the Commission acted to find compliance and reaffirm MPC's accreditation for the remainder of the 7-year cycle, noting the College's Midterm Report would be due October 15, 2020 (RP8). The five Recommendations to Improve Quality are addressed in this Midterm Report.
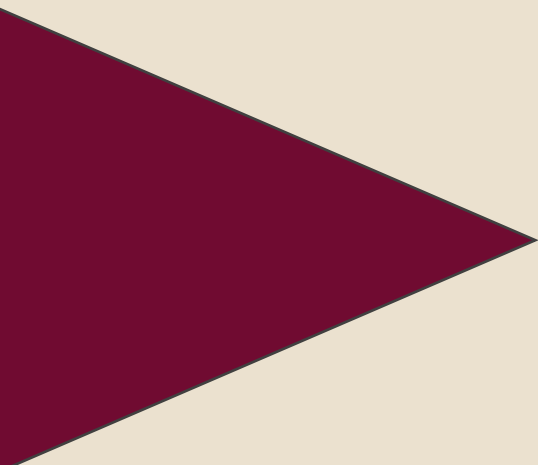
Preparation for this report has been ongoing since MPC's receipt of the team report in November 2016. Progress reports on the responses were provided to the College at regular intervals (RP9; RP10). In Fall 2019, the Accreditation Liaison Officer (ALO) and the Planning, Research, and Institutional Effectiveness (PRIE) Office began working with various stakeholders to draft the Midterm Report and collect evidence to support demonstrated quality improvements to meet recommendations, actionable improvement plans, and quality focus essay projects. In Spring 2020, the College approached the Commission about the idea of ceasing efforts at this time on the third Quality Focus Essay (QFE): Establish an ERP. The College has elected to renew the work on QFE 3 as part of the 2020-2025 Educational Master Plan (EMP). The Commission liaison for the College ratified this College decision to focus its attention on QFE 1 and 2, which are more closely tied to improving student achievement and learning.

In August and September 2020, the first draft of the complete Midterm Report was distributed to the campus participatory governance groups, including the Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), Academic Senate, and President's Advisory Group (PAG), as well as the Board of Trustees, for feedback (RP11; RP12; RP13; RP14; RP15). In response to feedback, the ALO revised the report and, in September 2020, shared the final

draft with the participatory governance groups and the Board of Trustees for approval (RP16; RP17; RP18). The governing board held a special meeting dedicated to accreditation and the midterm report on September 10, 2020 (RP15) approved by the board on September 23, 2020 at the regular board meeting (RP18). RP Table 1 displays the midterm report components and the stakeholders, committees, and subject matter experts tasked to complete each component of the work.

RP Table 1. Midterm Components and Assignments

Midterm Report Areas	Responsible Parties
Actionable Improvement Plan 1	Student Learning Outcomes Coordinator; Dean of Planning, Research, and Institutional Effectiveness
Actionable Improvement Plan 2	Planning, Research, and Institutional Effectiveness Committee
Actionable Improvement Plan 3	Interim Vice-President of Academic Affairs; Academic Affairs Advisory Group; Academic Senate
Actionable Improvement Plan 4	Curriculum Advisory Committee; Learning Assessment Committee; SLO Coordinator
Actionable Improvement Plan 5	Human Resources Department
Actionable Improvement Plan 6	Interim Vice-President of Administrative Services
Actionable Improvement Plan 7	Interim Vice-President of Administrative Services
Actionable Improvement Plan 8	Interim President/Superintendent, President's Advisory Group
Recommendation 6	Learning Assessment Committee
Recommendation 7	Interim Vice-President of Academic Affairs; Academic Affairs Advisory Group; Academic Senate
Recommendation 10	Vice-President of Student Services; Interim Dean of Student Services; Student Services Advisory Group
Recommendation 11	Vice-President of Student Services; Interim Dean of Student Services; Student Services Advisory Group
Recommendation 12	Human Resources Department
Institutional Performance	Dean of Planning, Research, and Institutional Effectiveness; Student Learning Outcomes Coordinator; Director of Institutional Research
Quality Focus Project 1	Interim Vice-President of Academic Affairs; Academic Affairs Advisory Group; Academic Senate
Quality Focus Project 2	Planning, Research, and Institutional Effectiveness Office; Learning Assessment Committee; SLO Coordinator
Fiscal Reporting	Interim Vice-President of Administrative Services
Reviewing and Editing	English Faculty, Planning, Research, and Institutional Effectiveness Office Administrative Assistant

Plans Arising Out of the Self-Evaluation Process

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.

The goal of this actionable improvement plan was for the College to implement recommendations for improvement that the Learning Assessment Committee (LAC) has already made but not yet completed to improve assessment practices, cycle, and disaggregation. The last category related to disaggregation was ceased when the Commission removed this expectation from the standards. The LAC is described within the College's governance processes as the principal group for making recommendations and providing guidance on the use of data to improve teaching and learning. The LAC, in cooperation with the Academic Senate, establishes assessment cycles and best practices related to the assessment of learning and use of findings.

Assessment Cycle Improvements

Since its inception in November 2015, the LAC has created a cycle of course assessment, evaluated its efficiency, and made recommendations for improvement to practice to the Academic Senate. The Senate has, in turn, taken appropriate actions under its role as the principal body for academic and professional matters at the College. In April 2016, the LAC developed a standard two-year cycle for course assessment that would provide sufficient time to schedule courses as part of program offerings and conduct assessment for improvement (AIP1.1).

After two years of implementation, the LAC evaluated the effectiveness of the assessment cycle, gathering data from faculty and program leads. Upon review of the evidence, the committee discovered that that, while the existing two-year cycle worked particularly well for general education and transfer pathway courses offered every academic year, the two-year cycle constricted other programs in which courses were offered less frequently, particularly when courses failed to attain sufficient enrollment to run within the cycle (AIP1.2).

An unfortunate result of the two-year cycle was to produce an inventory of courses in technical noncompliance with the College's assessment calendar with no reasonable method to become

compliant until the next course rotation (AIP1.3). After some consideration and reflection, LAC examined best practices across the state and decided to expand the cycle to three years in order to support completion of meaningful assessment cycles and afford programs with wide ranges of elective offerings to select the cycle within a three-year framework that is appropriate for each course's offering schedule (AIP1.4). The three-year assessment cycle was presented to the Academic Senate for feedback and approval in Fall 2019 and Spring 2020 (AIP1.5; AIP1.6).

Program Assessment Structures and Processes

To strengthen the College's student learning outcomes (SLO) assessment structure and processes, the LAC created a program-level assessment module in the College's assessment management system, TracDat, in Spring 2017 (AIP1.7). This module complements the course-level assessment cycles. The LAC has made several presentations at the Academic Affairs Advisory Group (AAAG) and Academic Senate on program assessment in order to improve understanding and increase participation in outcomes assessment practices (AIP1.8; AIP1.9; AIP1.10; AIP1.11; AIP1.12).

In addition, the LAC has created a professional development program for faculty to access in-person and asynchronous training sessions with one-to-one support from the Office of Planning, Research, and Institutional Effectiveness (PRIE) and/or web-based resources (AIP1.13, AIP1.14, AIP1.15). LAC develops and presents periodic workshops during Fall and Spring Flex Days as opportunities for professional growth related to the development of learning outcomes and objectives and best practices for evaluation of those outcomes at the course and program levels (AIP1.16; AIP1.17). As a result, the LAC identified over 40 degree and certificate programs for program learning outcomes (PLO) assessment. The LAC facilitated SLO to PLO mapping activities throughout the semester. LAC members conducted PLO-mapping workshops for faculty representing 10 different disciplines during late October/early November 2017, one-to-one mapping sessions in mid-November, drop-in sessions for SLO and PLO assessment in late November/and December, and weekly assessment lab hours in Spring 2018 (AIP1.18; AIP1.19; AIP1.20; AIP1.21; AIP1.22).

With the creation of the California Guided Pathways Initiative by the California Community College Chancellor's Office (CCCCO), the LAC has begun discussions with the Guided Pathways Faculty Coordinator on the need to align campus outcomes and assessment processes and practices with Guided Pathways Scale of Adoption Self-Assessment (SOAA) Pillar Four Essential Practices pertaining to student learning and the establishment of clear expectations for course and program learning at community colleges to more clearly and discernibly align with the higher institutional level (general education) requirements (AIP1.23; AIP1.24; AIP1.25).

The SLO Coordinator acts as co-chair of the LAC. In addition, the current SLO Coordinator also is a member on the Curriculum Advisory Committee (CAC), which ensures the validity and

assessability of all course and program learning outcomes in the design and implementation of new courses and programs as well as the revision of existing ones (AIP1.26). On September 16, 2020, the CAC approved the appointment of the SLO Coordinator as a standing member of the committee (AIP1.27). In addition, the SLO Coordinator meets with curriculum originators having difficulty developing meaningful, measurable outcomes and initiates further support through the LAC. This process supports continuous improvement.

The LAC meets with faculty individually, but can assist departments or divisions as necessary. Overall, the SLO Coordinator's presence on the CAC has given assessment expertise in the CAC to improve the measurability of outcomes (AIP1.28; AIP1.29). The CAC now has a process to expedite the revision of outcomes so that they can be approved on a consent agenda which has incentivized the improvement of outcomes through a more efficient process (AIP1.30). The growing partnership between CAC and LAC improves the quality of assessment across the curriculum. With respect to the disaggregation of learning assessment results, the Commission has removed this expectation from the standards, and the College has turned its attention to the further development of course and program assessment.

Evaluation

The role of the LAC has matured over the past 4.5 years, and it is now seen as the lead governing committee for outcomes assessment at the College. The LAC makes recommendations to the College for improvement in learning practices which are implemented as appropriate. The LAC, in cooperation with the PRIE Office and PRIE Committee, better connects the examination of learning into MPC's program review and resource allocation efforts, but the college recognizes greater work is needed. Progress and meta-evaluations are now conducted under the Integrated Planning Handbook. Going forward, the college faces challenges in sustaining its systems approach to assessment with the expansion of assessment in online settings due to the COVID-19 pandemic.

Conclusion

This actionable improvement plan has been completed. Work is ongoing to adapt to further changes and improvements to outcomes assessment processes.

Evidence List

AIP1.1   The Cycle of Assessment, Apr. 2016

AIP1.2   LAC Minutes, Sept. 23, 2019

AIP1.3   Course Assessment Progress, Fall 2019 Version

AIP1.4   LAC Agenda, Feb. 10, 2020

AIP1.5   Academic Senate Minutes, Oct. 17, 2019

AIP1.6   Academic Senate Minutes, Feb. 6, 2020

AIP1.7   Program Assessment In TracDat Examples

AIP1.8   AAAG Minutes, Apr. 5, 2017

AIP1.9   AAAG Minutes, Feb. 7, 2018

AIP1.10   Academic Senate Minutes, Feb. 1, 2018

AIP1.11   Academic Senate Minutes, Feb. 15, 2018

AIP1.12   Academic Senate Minutes, Mar. 1, 2018

AIP1.13   Assessment & Integrated Planning Institute Curriculum

AIP1.14   Assessment & Integrated Planning Institute Website

AIP1.15   Outcomes Assessment Resources

AIP1.16   Fall 2019 Flex Presentation

AIP1.17   LAC Minutes, Aug. 28, 2017

AIP1.18   Draft PLO Mapping Pilot Email Invitation

AIP1.19   Email - 1-on-1 PLO assessment, Oct. 26, 2017

AIP1.20   Email - Assistance with PLO Assessment, Feb. 12, 2018

AIP1.21   LAC Minutes, Nov. 27, 2017

AIP1.22   Email - Spring 2018: Assessment Lab Hours, Jan. 24, 2018

AIP1.23   LAC Minutes, Feb. 24, 2020

AIP1.24   Guided Pathways Steering Committee Notes, Mar. 3, 2020

AIP1.25   MPC SOAA 2019 Pillar 4

AIP1.26   Curriculum Advisory Committee

AIP1.27   CAC Minutes, Sept. 16, 2020

AIP1.28   LAC Minutes, Oct. 23, 2017

AIP1.29   LAC Minutes, Apr. 23, 2018

AIP1.30   Curriculum Advisory Committee Agenda, Sept. 11, 2019

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.

At the time of the last full self-evaluation in 2016, the College set the goal to better incorporate outcomes assessment findings and results into other key college processes, particularly as pertinent to program review reflections, development of action plans, and allocation of resources. To that end, MPC has identified and developed tools, practices, and procedures to connect data-driven assessment to institutional goals and planning.

Improved Assessment Tools and Training

The College has introduced new assessment tools and support resources and processes to strengthen campus wide use of assessment data. Because there were not systems yet in place at the College to provide a centralized platform to store, retrieve, and use learning outcomes data, MPC completed the implementation of new learning assessment software, TracDat, in January 2017 (AIP2.1). TracDat documents assessment methods, assessment findings, and resulting improvement plans of all instructional programs, student and learning support services, service areas, and administrative units (AIP2.2; AIP2.3). The implementation of TracDat immediately increased the percentage of courses with assessed SLOs and has created a tracking system for the PRIE Office to facilitate timely completion of course-level assessments (AIP2.4; AIP2.5). This helps the College sustain satisfactory assessment levels within a cycle with more broad-based faculty engagement. With increased completion of course-level assessments, TracDat has been configured to support the assessment and interpretation of all learning outcomes at the College, including course-level SLOs, program-level PLOs, and service area outcomes (SAOs) for learning support services and administrative areas, all of which can be later retrieved when completing program review (AIP2.2; AIP2.6; AIP2.3).

The LAC has developed training opportunities for faculty to access and use TracDat tools and features and has bolstered existing professional development to support campus data access and application through instructional videos and documentation guides (AIP2.7; AIP2.8; AIP2.9). In addition, there are training sessions during Fall and Spring Flex weeks and as part of the LAC's Assessment and Integrated Planning Institute (AIP2.10; AIP2.11; AIP2.12). The PRIE Office has developed and upgraded assessment dashboards that allow faculty and unit leads to track assessment progress (AIP2.13). Finally, faculty and unit leads may also request direct support by emailing a dedicated TracDat support account (AIP2.14).

Sustainable Assessment Practices

To further create a system in which assessment data informs programmatic dialogue, decision-making, and reflection, as well as resource allocation, the College approved a position for and hired a Dean of PRIE, who is responsible for assuring implementation and support for college-wide outcomes assessments, including ongoing maintenance of the TracDat system, program review, and integrated planning (AIP2.15). Since 2016, the Dean of PRIE, in collaboration with the PRIE Office, PRIE Committee and the LAC, has supplied the organizational infrastructure and participatory governance decision-making to oversee planning, research, and institutional effectiveness and strengthen accountability for planning and evaluation (AIP2.16). This position works in cooperation with the SLO Coordinator, who serves as the co-chair of the LAC (AIP2.17; AIP2.18).

The College has reviewed and strengthened Resource Planning and Allocation processes to ensure they are sustained, informed, and data driven. As noted, the LAC amended course-level assessment to a three-year cycle (AIP2.19). In this way, tracking course currency within the assessment cycle allows for consideration of the role an individual course plays in a given program pathway. Departments complete course-level assessments each semester based on the three-year cycle rotation, while program-level student learning outcomes assessment is completed once every six years, in the year prior to the related department's comprehensive program review. Program review has a six year cycle; five of the years consist of annual program review updates, which culminate in comprehensive program review in year six.

Beginning with the 2017-18 annual planning cycle, student learning assessment results and achievement data have been available to constituents completing the Annual Program Review Update (APRU) (AIP2.20). In 2019-2020, an inquiry reflection question regarding learning assessment data was explicitly included in Comprehensive Program Review (CPR) (AIP2.21). Results of this review are to be used to support resource requests during the Resource Prioritization and Allocation (RPA) process (AIP2.22). The College has an Integrated Planning Handbook that details the planning functions at the college (AIP2.23). The PRIE Committee supports the development and communication of expectations and timelines for the assessment of institutional progress and planning processes.

Strengthening the Use of Assessment Evidence

Beginning in the 2017-2018 academic year, the College has engaged in iterative evaluation, refinement, and communication of planning and resource allocation processes and structures. The PRIE Committee developed a Resource Prioritization and Allocation (RPA) rubric for prioritizing resource requests to allocate unrestricted funds. Action plans are funded out of categorical funds, college initiatives, and governmental and private grants, if possible, before being submitted for unrestricted funding to make programmatic improvements (AIP2.24). The PRIE Committee also designed a process and created a timeline for the review of assessment

findings, reflection on its meaning, and the creation of action plans for improvement (AIP2.25; AIP2.26).

In order to identify areas for continued improvement, the PRIE Committee evaluated the processes implemented during the annual planning and resource allocation cycle for the 2017-18 academic year (AIP2.27). Members of the PRIE Committee and the PRIE Office facilitated discussions in department, division, and campus committee meetings to gain feedback. Improvements based on the review of the 2017-2018 evaluation findings were incorporated into the 2018-19 program review cycle, including more robust data collection and reflection, a strengthened rubric, and the incorporation of a budget request mechanism into the Action Plan form (AIP2.28; AIP2.29).

In Fall 2018, the process was followed a second time and a prioritized list of needs, including needs identified through the examination of student learning outcomes, was produced in the PRIE Committee using the rubric on December 19, 2018 (AIP2.30). Prior to being considered for funding via the unrestricted general fund, the prioritized requests were reviewed by other budget supervisors and who chose to fund relevant action plans according to initiative and grant missions and scope (AIP2.31). The President's Cabinet approved the funding of several remaining prioritized requests using unrestricted funds (AIP2.32). The majority of funded plans, regardless of funding source, were for improvements to instructional equipment, tools, and classroom supplies (AIP2.32). The budget allocations were submitted to and approved by the Board of Trustees as part of the College's annual budget, and budget transfers were made for immediate faculty use in Fall 2019 (AIP2.33). Funding decisions were shared with the College via email in Fall 2019 (AIP2.34; AIP2.32; AIP2.35).

In Spring 2020, the College adapted the program review process to reflect the exigencies caused by the COVID-19 pandemic, and program action plans were generated in Summer 2020 (AIP2.36). Program leads used information from the previous year's reflections to generate current action plans (AIP2.37). In addition, the PRIE Office generated surveys sent to faculty, students, and the college at large to further inform college and student learning needs (AIP2.38). The process for review and prioritization is taking place at the beginning of the 2020-2021 academic year with funding dependent upon budget limitations. The process is in progress, with funding approvals scheduled prior to the final budget in October 2020, after the State of California approves the final budgets for colleges, delayed as a result of the COVID-19 pandemic.

Evaluation

The College has bolstered the already-implemented improvements to the outcomes assessment process since 2017 by adding assessment tools, processes and practices that now embed the analysis of outcomes assessment into program review and resource allocation processes.

Additionally, action plans have been produced college-wide, which have been prioritized and funded using evaluation instruments. Finally, the LAC and PRIE Committees have conducted meta-evaluative instruments to improve how the outcomes assessment systems operate.

Conclusion

This actionable improvement plan has been completed.

Evidence List

AIP2.1   Spring 2017 Flex Day Schedule

AIP2.2   Course Assessment In TracDat Example

AIP2.3   Service Area Assessment In TracDat Example

AIP2.4   TracDat Report: Assessments by Semester Assessed

AIP2.5   TracDat Checks and Flags

AIP2.6   Program Assessment In TracDat Example

AIP2.7   Fall 2018 Flex Day Schedule

AIP2.8   SLO Assessment Videos

AIP2.9   SLO Assessment Text

AIP2.10   Fall 2019 Flex Day Schedule

AIP2.11   Spring 2020 Flex Day Schedule

AIP2.12   LAC Assessment & Integrated Planning Institute Curriculum

AIP2.13   Course Assessment Dashboard

AIP2.14   TracDatSupport Email on PRIE Website

AIP2.15   Dean of PRIE Job Description

AIP2.16   LAC Charge

AIP2.17   SLO Coordinator Job Description

AIP2.18   LAC Membership

AIP2.19   Academic Senate Minutes, Feb. 6, 2020

AIP2.20   [2017-2018 APRU Data Review & Reflection Form Template](#)

AIP2.21   [2019-2020 CPR Program Overview & Data Reflection Template](#)

AIP2.22   [2019-2020 RPA Rubric for the 2020-2021 Budget](#)

AIP2.23   [Integrated Planning Handbook](#)

AIP2.24   [2017-2018 RPA Rubric](#)

AIP2.25   [2017-2018 RPA Rubric Prototyping Timeline](#)

AIP2.26   [2018-2019 APRU Timeline](#)

AIP2.27   [2017-2018 APRU Evaluation Presentation](#)

AIP2.28   [2018-2019 RPA Rubric](#)

AIP2.29   [2018-2019 Action Plan Example](#)

AIP2.30   [Fall 2018 Resource Prioritization Results - Dec. 19, 2018](#)

AIP2.31   [PRIE Committee Minutes, Feb. 4, 2019](#)

AIP2.32   [2018-2019 Resource Requests, Funded](#)

AIP2.33   [2020-2021 Tentative Budget](#)

AIP2.34   [Email - 2018-2019 Resource Request Funding Decisions](#)

AIP2.35   [2018-2019 Resource Requests, Not Funded](#)

AIP2.36   [Email - Program Review Action Plan Form, Apr. 24, 2020](#)

AIP2.37   [2019-2020 Action Plan](#)

AIP2.38   [Surveys Developed In Response to COVID-19](#)

Standard II.A: Instructional Programs

Actionable Improvement Plan 3

The College will complete implementation of 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.

Since 2015, Monterey Peninsula College has been committed to implementing the Enrollment Management System (EMS) and improving the accuracy of its Student Information System (SIS) data reporting in order to inform and improve enrollment management strategy. The College completed implementation of EMS and improvements to SIS data and reporting in 2016 and it has been in use since January 2017 (AIP3.1). Academic Affairs continues to use data from EMS and SIS to analyze program and course performance and to introduce and facilitate dialogue about full-time equivalent faculty (FTEF) allocations and full-time equivalent student (FTES) targets for disciplines and inform schedule development (AIP3.2). In many ways, the individual action steps are absorbed into the larger vision and implementation of QFE1.

The midterm report lays out in great detail in the Quality Focus Essay (QFE) update section and the Recommendation 7 response section the enrollment management planning and development of short-term operational plans necessary to execute emerging College strategies. To avoid unnecessary duplication, this portion of the report focuses on the analysis of data from EMS and SIS as well as two-year course plans to inform enrollment management and schedule building efforts.

The College's Guided Pathways Student Pathways Work Team has finalized the College's initial meta-majors and has made significant progress on 2-year program maps (AIP3.3; AIP3.4; AIP3.5). The Guided Pathways efforts to clarify and document clear pathways have provided an opportunity for Academic Affairs divisions and departments to review and update the two-year rotation of course scheduling to ensure that schedules are designed to help students complete their educational goals as efficiently as possible while still offering flexibility. A most recent example of the analysis of Enrollment Management System, SIS Data, and 2-year program maps is the Strategic Enrollment Management sub-committee's plan to establish clear pathways at the Education Center at Marina (MEC) (AIP3.6). The sub-committee analyzed enrollment patterns of programs and courses at the Monterey campus, the MEC, and online to identify popular courses and then compared areas of strong enrollment (AIP3.7; AIP3.8). The committee matched highly-enrolled courses to recently-completed 2-year program maps and pathways to high-demand careers and transfer pathways at the nearby CSU to identify six transfer and career pathways; the team then built a model 2-year schedule of courses to maximize opportunities for degree completion at the MEC (AIP3.9; AIP3.10). The College then

administered a survey to students taking courses at the MEC to elicit feedback on the pathways (AIP3.11). The resulting two-year schedule was planned to be implemented in Fall 2020, but will now be launched after the COVID-19 pandemic has subsided (AIP3.12).

Evaluation

The College has taken more deliberate efforts to examine evidence and make more data-informed decisions with respect to program growth and revitalization. In addition, schedules at the College now reflect student need and program completion. The new Educational Master Plan goals have expressly added enrollment management as part of the objectives. The College faces particular challenges with the virtual learning that is now a necessity after the Covid-19 pandemic. Efforts to define and expand the Marina Educational Center will require careful planning and flexibility with the increase in online learning at the College.

Conclusion

This actionable improvement plan has been substantially completed. Ongoing efforts to manage enrollment will continue to use the improved data systems discussed previously. The Vice President of Academic Affairs continues to lead efforts with the Enrollment Management Committee, the Academic Affairs Advisory Group, the Planning, Research, and Institutional Effectiveness Committee, and the Academic Senate to improve enrollment management practices and incorporate data from two-year course plans for degrees and certificates that are begin developed as part of the College's Guided Pathways effort. The timeline for completion of initial two-year plans is spring 2022.

Evidence List

AIP3.1   Progress on Recommendations to Improve, Oct. 17, 2017

AIP3.2   Fall 2017 EMS Enrollment Review

AIP3.3   Career and Academic Pathways, Apr. 2020

AIP3.4   Psychology Program Map

AIP3.5   Real Estate Program Map

AIP3.6   Marina Strategic Enrollment Strategy Analysis Rubric

AIP3.7   SEM Sub-committee Agenda, Feb. 11, 2020

AIP3.8   Research Questions - Inquiries to Support EMP

AIP3.9   MEC Survey Results - 6 Pathways

AIP3.10   Draft Marina Course Sequencing

AIP3.11   MEC Survey Results - Pathways Pages

AIP3.12   Marina Course Sequencing

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.

Since 2016, the College has had in place the assessment process, common in practice at larger transfer institutions, to assign general education outcomes (institutional-level outcomes) as the program-level, exit outcomes for broad Associate of Arts and Associate of Science degree programs. The goal of this approach to assessment is to avoid unnecessary duplication of efforts inherent in program pathways in which multiple courses from a wide variety of disciplines all map to the same general education outcome (AIP4.1; AIP4.2).

Since the courses taken during the first two years of a transfer curriculum are generally survey courses and can often be interchanged with courses from other disciplines, program outcomes may be best deferred to upper division courses taken at a four-year institution. Moreover, many students at this stage of their educational programs are still exploring future academic avenues and opportunities. Specific program outcome analysis may be premature for those students whose educational objective is to focus on unit acquisition. The College decided to reevaluate this practice to assure that the necessary level of program outcome analysis was not being sacrificed for assessment efficiency.

Guided Pathways and Outcomes Assessment

Currently with the College's efforts to reconsider the alignment of course to program to institutional-level learning, the California Community College Chancellor's Office adopted the initiative used across the nation to provide and foster Guided Pathways for students.

The California Guided Pathways (CAGP) framework takes a student centered, highly-structured approach to student completion and success that fosters clear course taking patterns to promote more rapid movement through the community college pathway to transfer, degree completion, or employment. The CAGP framework consists of four pillars for success, one of which is the institutional commitment to student learning at the course, program, and institutional levels.

In the 2017-2018 academic year, the College created the Guided Pathways Steering Committee whose charge was to develop a plan to fully implement the CAGP framework at MPC (AIP4.3). During year one of the plan, the College built broad engagement in the process, examined existing practices for student throughput, and created a vision for future implementation.

In the second year, MPC began mapping programs to meta-majors, creating two-year schedules for programs, and establishing better systems for advising and student support. An instructional practices work group was established to meet the following Guided Pathways (GP) essential practice:

> Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others (AIP4.4).

In addition, under the plan, the Learning Assessment Committee (LAC) has been tasked with ensuring the following:

- Program learning outcomes are aligned with the requirements for success in the education and employment outcomes targeted by each program.

- Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

- Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts (AIP4.5).

In the 2019-2020 academic year, the Guided Pathways Steering Committee and the LAC began discussing ways to both examine programmatic learning and meet the state expectations for colleges to foster teaching and learning to align with student needs. The LAC has invited the Guided Pathways Faculty Coordinator to present at the LAC and to share the new state expectations in order for LAC to consider development of program learning outcomes that better align with the College's efforts to develop meta-majors (AIP4.6).

In addition, the Guided Pathways Steering Committee includes in its membership a representative from the LAC, currently fulfilled by the Dean of PRIE, who regularly attends the Guided Pathways Steering Committee meetings to participate in greater pathway discussions and to bring decisions and communications back to LAC (AIP4.7). The College will continue these discussions and dialogue in the 2020-2021 academic year.

Evaluation

The College has re-evaluated its method of measuring learning at the program and institutional levels. When MPC develops the meta-majors under guided pathways, the LAC will work with faculty to develop program level outcomes to assess student learning in each pathway. MPC has made a campus-wide effort to develop individual pathways and spent over a year to get this done.

Conclusion

This actionable improvement plan is in progress. As faculty at the College have revised degrees in recent years they have developed more specific program level outcomes rather than using GEOs as sole program-level learning outcomes. Work being done as part of the guided pathways effort will continue to support developing more program level outcomes based upon identified program goals. Ongoing efforts continue to systematize the assessment processes across all disciplines and areas of study. The Learning Assessment Committee, the SLO Coordinator, the Chair of the Guided Pathways Committee and the Academic Senate will lead the greater development of program level outcomes using the guided pathways framework. As the pathways become more clearly defined, the College will assess student learning at the program level within each pathway. The timeline for completion is Fall 2021.

Evidence List

AIP4.1   CSU GE Breadth

AIP4.2   IGETC

AIP4.3   GP Project Work Plan Presentation, Mar. 28, 2018

AIP4.4   GP Instructional Practices Work Team Charge, Goals, and Outcomes

AIP4.5   GP Steering Committee and Work Teams 2019-2020 - LAC

AIP4.6   LAC Minutes, Oct. 14, 2019

AIP4.7   GP Steering Committee Notes, Mar. 3, 2020

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.

During the last full cycle of self-evaluation, MPC recognized that to increase institutional effectiveness and improve student success, the College needed to consider the manner and method in which it identified staffing needs for faculty, classified workers, and administrators and to discover new and better ways to integrate staffing strategies into larger institutional planning, program review, and resource allocation processes (AIP5.1).

Actions on the Improvement Plan

In 2017, alongside the work to improve staffing strategies, MPC began its foundational work on the creation of the 2020-2025 Educational Master Plan (EMP). Reviewing the goals and objectives from the 2012-2017 Educational Master Plan, which was set to expire later that year, the College commenced its work on the development of the current plan (AIP5.2).

Planning for the 2020-2025 EMP

Soon after work began, College leadership realized that the creation of a formal staffing plan would be premature given the simultaneous effort to establish new goals for 2020-2025. The goals in the new EMP would inform a formal staffing plan; therefore, a more prudent approach would be to complete the new EMP first and then decide how best to set staffing strategy, whether through a formal staffing plan or by bolstering existing systems to meet hiring needs. In fact, other operational plans, including a new Facilities and Technology Master Plan, would need to be created based on what was learned from the creation of the 2020-2025 EMP. The decision, then, was to consider a formal staffing plan after the development of the EMP.

As an added consideration, the College began implementation of the revamped and expanded program review process, which would help identify faculty and staff hiring needs and inform hiring decision-making, ensuring sufficient and appropriately distributed staffing. Moreover, the College's newly-created PRIE office and the PRIE Committee were solidifying their roles at the institution to oversee the program review and resource allocation processes. All signs indicated that it was more prudent for the College to improve hiring practices and set staffing strategy iteratively at this stage and discover, as part of the process, best practices that would work at the College. Nevertheless, the College during this time decided to re-evaluate its existing hiring practices and procedures to strengthen current hiring systems.

Setting Hiring Strategy and Improving Processes

First, the College strengthened communication to improve efficiency and incorporated program review analysis to make the decision-making process more data-informed (AIP5.3; AIP5.4). During this period, several enhancements were made to the hiring decision process.

The Office of Human Resources (HR) has begun forecasting and addressing short-term and long-term staffing needs, including creating a recruitment tracking system for the President's Cabinet to review to identify the status of staff vacancies.

There is also now a direct line of communication between the Academic Senate and the President and the Vice President of Academic Affairs regarding faculty hiring needs. The Academic Affairs Advisory Group considers current and emerging faculty areas. Greater communication has also been established between the classified bargaining unit and the President's Cabinet including regular monthly meetings about staffing vacancies and bi-weekly meetings with HR.

Data from the College's Enrollment Management System, as well as workforce data, are used to identify optimal hiring levels and evaluate the current staffing structure of the Office of Academic Affairs. Enrollment data demonstrated significant growth in online courses which led the college to identify specific gaps and needs for positions, such the need for greater support for online instruction due to the recent COVID-19 pandemic. This evaluation led to the new classification of Online Instructional Design and Accessibility Specialist (AIP5.5).

The College's EEO plan has been updated and new methods have been developed to improve the College's goal of increasing diversity in collaboration with the Academic Senate. For example, the College has hosted a Diversity and Implicit Bias training for full-time faculty search committee members (AIP5.6; AIP5.7).

As part of the ongoing hiring strategy processes, the College continues to review organizational charts, examine unrestricted and categorical funding sources, determine succession planning within departments, and review job descriptions and administrative procedures related to hiring for currency and relevance (AIP5.8).

Evaluation

The College has continually assessed its existing and anticipated staffing levels and is poised to meet the goals set forth in the 2020-2025 EMP. It is unclear at present whether a formal plan is the appropriate instrument to ensure staffing levels are sufficient and appropriately distributed in light of the new institutional goals. The College will evaluate existing processes for faculty hiring as well as for staff and administrative recruitment to increase efficiency in this area. MPC has begun this analysis.

The College has made significant progress on this actionable improvement plan and is well-positioned to expand the hiring strategy to identify and make sufficient and appropriate employment decisions to support the institution's mission and purpose as well as better meet student needs in the future. Work continues on determining the best method to accomplish this goal.

Conclusion

This actionable improvement plan is in progress. Ongoing efforts are in place to more formalize hiring strategies and procedures with the recent completion of MPC's EMP. The President will lead efforts to develop and implement augmented hiring strategies in cooperation with the Vice President of Administrative Services, the Vice President of Academic Affairs, the Academic Senate, and the Human Resources Department. The timeline for completion is spring 2022.

Evidence List

AIP5.1   2016 ISER - AIP: Staffing Plan

AIP5.2   AIP Progress Assessment, Fall 2018

AIP5.3   PAG Minutes, Mar. 28, 2017

AIP5.4   Adjunct Hiring Concept Components

AIP5.5   Online Instructional Design and Accessibility Specialist Job Description

AIP5.6   2019-2022 MPC EEO Plan

AIP5.7   Email - MPC Diversity & Implicit Bias Training, Feb. 20, 2020

AIP5.8   Administrative Procedure 7121

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.

Monterey Peninsula College has an internally developed multi-year budget and planning tool to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs (AIP6.1). The College's tool estimates annual revenues over a 5-year forecast and accounts for any projected changes to base funding or full-time equivalent student (FTES), cost of living adjustments, applied deficit factors, and other changes in total computational revenue (AIP6.1). Additionally, its estimated FTES numbers are compared with Academic Affairs enrollment projections.

The tool also projects expenditures by major classifications over the next five years, which allows the college to effectively plan for current and future resource allocation. The expenditure projections account for future changes to employee pension funding requirements (PERS/STRS), adjustments to employee salary schedules, step and column movement, contributions to other post-employment benefits (OPEB), changes in health care costs, changes in utilities and other mandated costs, as well as academic scheduling productivity and efficiency (AIP6.1).

The tool is a component of the annual tentative and final budgets (AIP6.2). As such, the 5-year forecasts are presented to the college-wide Budget Committee as well as the President's Advisory Group (AIP6.3; AIP6.4). Both of these participatory governance committees, representing all college constituent groups, provide feedback and input regarding the 5-year forecasts. The feedback and input received from the committees are included in subsequent iterations of the 5-year forecasting and planning document. Additionally, the Board of Trustees reviews the 5-year budget and planning tool as part of their approval of the college-wide tentative budget and adoption of the college-wide final budget (AIP6.5; AIP6.6).

With the College budget in a stable position, the administration began long term planning. In January 2020, the 2020-2025 Educational Master Plan was completed (AIP6.7, AIP6.8, AIP6.9). Additional long-term planning continues during the 2020 fiscal year with the development of a Facilities and Technology Master Plan (AIP6.10; AIP6.11). A Strategic Enrollment Plan is also in development (AIP6.12; AIP6.13). These plans serve as the cornerstones necessary to support college infrastructure.

Evaluation

The College has implemented tools for multi-year budget planning and monitoring both using college systems and processes as well as a novel tool created in response to the recommendations made by the Collaborative Brain Trust. The result of these efforts has been the improvement of the budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs. The College now considers the impact of the multi-year budgeting in light of the College's new Educational Master Plan and Facilities and Technology Master Plan.

Conclusion

The College has made significant progress on this actionable improvement plan and ongoing efforts are in place to make improved financial forecasting and budget planning and monitoring. The Superintendent/President and the Vice President of Administrative Services and the Budget Committee to further integrate budget development into larger planning efforts at the institution. The timeline for completion is the Fall of 2021.

Evidence List

AIP6.1   2020-2021 Tentative Budget - 5-Year Forecast

AIP6.2   2020-2021 Tentative Budget

AIP6.3   Budget Committee Minutes, June 10, 2020

AIP6.4   PAG Minutes, June 9, 2020

AIP6.5   6/24/20 Board Meeting, Agenda - New Business Item A

AIP6.6   6/24/20 Board Meeting, Minutes - New Business Item A

AIP6.7   1/29/20 Board Meeting, Agenda - New Business Item L

AIP6.8   1/29/20 Board Meeting, Minutes - New Business Item L

AIP6.9   2020-2025 Educational Master Plan

AIP6.10   2020-2025 Facilities & Technology Master Plan - May 2020 Draft

AIP6.11   Facilities Committee Agendas Website

AIP6.12   Email - SEM Sub-Committee, Sept. 26, 2019

AIP6.13   SEM Sub-Committee Agenda, Feb. 11, 2020

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.

As part of its comprehensive self-evaluation, the College determined that its long-term financial planning was not being served by its existing method of meeting minimum full-time equivalent student (FTES) apportionment goals, specifically in the use of Instructional Service Agreements (ISA). As such, the College determined that it would be necessary to revise its long-range financial plan and policies to remedy the disconnect between plan and action. Any remaining ISA would necessarily align with long-term financial planning, as well as the institutional mission, goals, and policies.

Actions on the Improvement Plan

Financial resources at MPC remain sufficient to support and sustain student learning programs and services and improve overall institutional effectiveness (AIP7.1; AIP7.2). Resource distribution efforts support the development, maintenance, allocation, and enhancement of current and emerging programs and services. The institution plans and manages its financial affairs in a manner that ensures financial stability (AIP7.1).

The College has taken significant steps to bolster and secure its fiscal stability. The College follows an annual budget calendar and adheres to processes and timelines for resource allocation and budget development (AIP7.3; AIP7.4). Tentative and final budgets are prepared by fiscal services and approved by the Board of Trustees (BoT) and any budget adjustments are approved by the BoT (AIP7.5). Public budget forums provide real-time information to the College community and service area and ensure feedback from all interested parties (AIP7.6).

The College has developed a 5-year forecast budget and planning tool to outline its long-range financial plan (AIP7.7). This tool allows the college to plan and prioritize actions to ensure fiscal stability. A key component of this tool includes the calculation of the estimated ending fund balance within the unrestricted general operating fund. Per Board Policy 6210 General Fund Reserve, the District is required to maintain at least a 10% reserve balance each year to ensure fiscal stability (AIP7.8). For the last three fiscal years, the College has operated with nearly double the required reserve balance (AIP7.1). The College's 5-year forecast budget and planning tool calculates the estimated ending fund balance for each of the next five fiscal years based on predicted expenditure and revenue assumptions (AIP7.7). These predictions afford the College the ability to develop long-range financial plans while ensuring the College remains fiscally stable. Furthermore, the 5-year forecast budget and planning tool permits for adjusting future FTES funding and apportionment levels.

A critical part of the 5-year forecast budget and planning tool is the ability to forecast the College's total computational revenue over the next five fiscal years. The total computational revenue projections within the 5-year forecast budget and planning tool can account for changes in local property taxes, student enrollment fees, Prop 30 Educational Protection Account funds, and state general apportionment (AIP7.7). The total computational revenue estimate feature allows the College to determine the future financial impact of instructional service agreements and what the projected revenues associated with such agreements may be in the next five years. As part of the annual budget development process, the College reviews FTES generated by instructional services agreements and incorporates this review into the 5-year forecast budget and planning tool. If specific instructional service agreements are no longer viable, they are removed from the FTES funding calculation, which allows the College to determine the 5-year financial impact of such removal and adjust resource allocations as needed. These projections permit the college to develop long-range resource allocation plans across all major expenditure classifications.

Board Policy 6200 was modified to include the requirement to prepare a balanced budget (AIP7.9). Budget monitoring has been improved and deficit spending has not occurred in any of the past five fiscal years (2015-2019) (AIP7.2). Negotiations with the faculty have been completed in a manner that provides adequate stability within the general fund (AIP7.10).

Evaluation

The College has revised its long range financial plan and policies to prioritize actions that help ensure fiscal stability. The development of the current five-year plan is underway at the College and the financial necessities of COVID-19 are being considered by the College's Budget Committee. The Board of Trustees receives regular updates on MPC's financial condition and has approved the 2020-2021 budget. MPC's Board of Trustees has approved the application for a $230 million dollar bond for the November 2020 general election.

Conclusion

The College has made significant progress on this actionable improvement plan and is making measured strides towards improved financial forecasting and budget planning and monitoring as part of the 2020-2021 fiscal year. The Superintendent/President, the Vice President of Administrative Services, and the Budget Committee will further expand financial forecasting efforts and budget planning. The timeline for completion is the Fall of 2021.

Evidence List

AIP7.1   2016/17-2018/19 Statewide Unrestricted General Fund

AIP7.2   2020-2021 MPC Tentative Budget - 5-Year Historical

AIP7.3   2020-2021 MPC Budget Calendar

AIP7.4   RPA flowchart, Nov 29, 2018

AIP7.5   Board Meeting Minutes - New Business Item A, June 24, 2020

AIP7.6   Email - Public Forum, 2020-2021 Budget, May 20, 2020

AIP7.7   2020-2021 MPC Tentative Budget - 5-Year Forecast

AIP7.8   Board Policy 6210: General Fund Reserve

AIP7.9   Board Policy 6200: Budget Preparation

AIP7.10   2020-2021 MPC Tentative Budget

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.

To help Monterey Peninsula College (MPC) better assess its planning and governance structures, the College retained the services of the Collaborative Brain Trust (CBT) on November 18, 2015 (AIP8.1). They facilitated discussions among campus constituencies and suggested steps to make planning and governance systems more efficient, well-defined, and transparent (AIP8.2).

Based on their review, the CBT facilitator, in cooperation with College-created work groups, recommended that the College examine and restructure participatory governance structures and decision-making practices to support integrated planning and better meet its mission (AIP8.3).

A work group was formed, composed of faculty, staff, administrators, and the CBT facilitator, to develop a proposal for re-structured governance and decision-making processes. This Integrated Planning Review Team was charged with producing two new handbooks to document decision-making processes, governance structures, and integrated planning processes (AIP8.3). At the time of the last full site visit, the College had not yet completed its work with the CBT, and so included the completion of this important work as an actionable improvement plan in its 2016 Institutional Self-Evaluation Report.

Actions on the Improvement Plan

Immediately after completion of the institutional self-evaluation process, the College modified its governance processes through the President's Advisory Group (PAG), Planning, Research, and Institutional Effectiveness (PRIE) Committee, and Academic Senate (AIP8.4). The resultant changes were laid out in two key documents: the Resource Guide to Institutional Decision Making at MPC (Resource Guide) and the Integrated Planning Handbook (IPH) (AIP8.5; AIP8.6).

Resource Guide to Institutional Decision Making

The Resource Guide documents the practices for institutional decision-making at MPC and was developed to improve college-wide communication and trust in the institution's systems and processes. Moreover, the Resource Guide promotes a common understanding of processes by

documenting institutional decision-making practices and helping to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the institution's goal of continuous quality improvement (AIP8.5).

Additionally, the document serves to foster greater participation across all constituent groups by building a partnership among faculty, staff, administration, and students to make better decisions. The level of involvement for each group and the process for decision-making depends on the type of issue facing the college.

The current successes of the College's governance processes are grounded in the diligent work on the part of all constituencies to clarify the roles that faculty, administrators, classified staff, and students play in MPC's decision-making processes. Individual governance groups review their respective areas of the Resource Guide for accuracy and currency and report needed changes to PAG (AIP8.7).

The Resource Guide establishes two categories of decisions at the College: governance and operational. Governance issues are those concerning policies, procedures, projects, and plans that have an impact on the College as a whole. These include board policies, administrative procedures, short and long-term planning, and program review processes. Operational issues are those involving the implementation of approved policies, procedures, plans, and programs (AIP8.8).

As appropriate, division leads, committees, or program managers take responsibility for operational decision-making to ensure that governance decisions are implemented appropriately. Excluded from the decision-making model are working conditions governed by bargaining agreements (AIP8.9).

The Resource Guide addresses numerous other governance components, including:

- Norms for collaboration among the constituent groups
- Operational group membership and meeting schedules
- The role of the governing board
- Sample minutes for meetings

The Resource Guide is reviewed and updated annually for both minor changes, such as descriptions, timelines, or processes, as well as larger changes stemming from summative evaluation of the processes. A small task force appointed by the Superintendent/President is charged with the responsibility for making these updates (AIP8.10).

Under the Resource Guide procedures, the Planning, Research, and Institutional Effectiveness Committee evaluates the systems and processes described in this Resource Guide every three

years. The first evaluation is scheduled for the Fall 2020 when the PRIE office gathers college-wide input and prepares an assessment report for review by PAG for any necessary changes (AIP8.10; AIP8.11; AIP8.12).

The Resource Guide was reviewed and refined through the College's participatory governance process during 2016. PAG, then called the College Council, ultimately approved the document on Oct. 25, 2016 (AIP8.13). The Superintendent/President reported to MPC's Board of Trustees his acceptance of the guide as part of the Superintendent/President's Report to complete the process on Nov. 16, 2016 (AIP8.14).

Integrated Planning Handbook (IPH)

The purpose of the IPH is separate and distinct from the Resource Guide. The IPH documents and communicates the integrated planning processes in place at MPC. The IPH develops a model for planning and the use of data in meeting the College's mission (AIP8.15).

In this way, the handbook:

- Promotes a common understanding of processes, consistent application of practices, and clear documentation of roles and responsibilities
- Communicates how different constituent groups participate in planning processes
- Documents the relationships between MPC's primary planning processes
- Clarifies the role of the governing board
- Sets expectations for how institutional plans support the accomplishment of the College mission

In addition, the IPH sets forth the purpose of each planning activity or document, identifies the steps and procedures required for each, sets timelines, identifies responsible parties, and notes the appropriate governance and operational group that receives any recommendations generated by the activity or document and that makes final decisions regarding these recommendations. As with the Resource Guide, the IPH contains evaluation components that guide measures progress on meeting the College mission as well as the infrastructure that supports continuous quality improvement (AIP8.16).

The IPH was reviewed and revised through the College's participatory governance process during 2017. PAG considered the document as well as the role that the PRIE Committee would play in helping administer the handbook. On Sept. 26, 2018, the Interim Dean of PRIE presented to the College's Board of Trustees a progress report on the ACCJC's fourth recommendation to meet the standard, which included the completed status of the IPH (AIP8.17).

Evaluation

Monterey Peninsula College has created the seminal documents for decision making and planning and separates the purpose of each function. The College evaluates its governance structure and processes in an ongoing, pervasive, systematic way; communicates the results of the evaluation to the College at large; and uses them to improve institutional effectiveness.

Conclusion

The College has made significant progress on this actionable improvement plan and is poised to expand its planning and governance structures as the guiding documents take greater shape and as the processes mature. The Superintendent/President will coordinate efforts in the PAG, PRIE and the Academic Senate to better institutionalize the planning and decision making efforts at the College.

Evaluation List

AIP8.1   [CBT Institutional Review](#)

AIP8.2   [CBT Institutional Review - The Situation](#)

AIP8.3   [CBT Institutional Review - Policies, Processes, and Procedures](#)

AIP8.4   [College Council (PAG) Minutes, Oct. 25, 2016](#)

AIP8.5   [Resource Guide to Institutional Decision Making](#)

AIP8.6   [Integrated Planning Handbook](#)

AIP8.7   [Academic Senate Minutes, Sept 19. 2019](#)

AIP8.8   [Resource Guide for Institutional Decision Making, Governance and Operational Tasks](#)

AIP8.9   [Resource Guide for Institutional Decision Making, Roles](#)

AIP8.10   [Resource Guide for Institutional Decision Making, Update Schedule](#)

AIP8.11   [Academic Senate Agenda, Aug 20, 2020](#)

AIP8.12   [PAG Agenda, Aug 25, 2020](#)

AIP8.13   [PAG Minutes, Oct. 25, 2016](#)

AIP8.14   [Board of Trustees Minutes - New Business Item J, Nov. 16, 2016](#)

AIP8.15   [Integrated Planning Model](#)

AIP8.16   [IPH - Educational Master Plan](#)

AIP8.17   Board of Trustees Minutes - New Business Item A, Sept. 26, 2018

Institutional Reporting on Quality Improvements

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).

The College recognized at the time of the last site visit in 2016 that bringing greater intentionality to course assessment cycles, and bolstering the connection between course and program assessment cycles, would advance the examination of learning at the institution. The College has made considerable progress towards the realization of this goal. Moreover, the College recognizes that fostering greater faculty participation, including by adjunct faculty, in outcomes assessment and program review results in greater validity and more informed planning and resource allocation efforts at MPC. In addition, part of the assessment process at the course and program level allows for an evaluation of resources. Faculty are given the opportunity to document their needs as part of the course or program level assessment process.

The College has taken significant steps to improve student learning outcomes assessment efforts over the past three years, as captured in the College's follow-up reports (R6.1). Moreover, the College created an actionable improvement plan to increase course and program outcomes assessment, which, when read in tandem with the efforts made to meet this recommendation, demonstrates MPC's commitment to incorporating and evaluating student learning outcomes assessment in the classroom, at the program level, and as a part of the resource allocation process (R6.2; R6.3).

Greater Intentionality, Strengthened Linkages

Since Fall 2016, the College has implemented, expanded, and revised a cycle of assessment for course- and program-level student learning outcomes, as recommended by the Learning Assessment Committee (LAC) (R6.4; R6.5). The assessment cycle was implemented in Fall 2016 and directed particular attention to the link between course- and program-level assessment and established the expectation that each course would be assessed at least once every two years (R6.4). In Spring 2020, the College adjusted the assessment cycle to three years to better align course offerings and program completion as well as encourage assessments focused more on accuracy to student learning than mere compliance in service of punctuality (R6.5).

When the College began implementation of the cycle of assessment, each department was asked to complete a course assessment plan documenting when each of its courses would be assessed in the two year cycle (R6.6; R6.7; R6.8; R6.9). The course assessment plans were created using the Google platform and replicated in the College's newly acquired assessment platform, Nuventive's TracDat (now Nuventive Improve) (R6.10). Beginning Spring 2018, at the request of the Academic Affairs Advisory Group (AAAG), the Planning, Research, and Institutional Effectiveness (PRIE) Office began sending reminder emails to division chairs, deans, and the Office of Academic Affairs (OAA) reminding them of course assessment and answering common questions about the process (R6.11; R6.12; R6.13). This check-in allows division chairs to confirm the accuracy of their assessment plan(s) and make any adjustments to the plan warranted by changes in curriculum, course scheduling, or staffing.

The PRIE Office and faculty utilize these course assessment plans to update TracDat permissions, and faculty may use them to keep track of which courses are overdue and/or upcoming. TracDat has been programmed to note which courses have been fully assessed in a given three year cycle (R6.14). Clear visual indicators (red flags and green checkmarks) help faculty see what work has been completed and what work remains (R6.15).

MPC's Cycle of Assessment also clarifies and strengthens the relationship between course-level (SLO) assessment, program-level (PLO) assessment, and discipline-wide program review (R6.1). In addition to helping faculty visualize how course assessment results flow into the assessment of degree and certificate programs, the cycle established an expectation that program-level assessment should occur at least once within the department's six-year program review cycle. Program assessment is intended to be completed in the year prior to the department's comprehensive program review so that there are recent PLO assessment results to consider for planning purposes. In 2019, the PRIE Office made significant improvements to the program review template, offering an inquiry-driven model to facilitate access and completion by the program leads and for program leads to better incorporate outcomes assessment into broad program review discussions (R6.16).

Linking Program and Course Assessment

To further strengthen the link between course-level and program-level assessment cycles, the Learning Assessment Committee began actively promoting strategies for PLO assessment that build on course-level assessment, including utilizing the outcomes mapping component in TracDat and its related report of the "roll up" of assessment results (R6.17; R6.18). Results of a questionnaire distributed during Fall 2017 Flex indicated that many degree and certificate programs could use curriculum mapping of SLOs to PLOs to "roll up" SLO results to the program level (R6.19). During Fall 2017, the LAC developed and offered workshops designed to help faculty understand the basics of outcomes mapping and begin the mapping process in TracDat (R6.20). For the initial mapping workshops in Fall 2017, the LAC invited faculty from

disciplines in which mapping would involve courses mostly within their own Division (R6.21). This allowed faculty to gain familiarity with the concept before engaging in cross-division mapping conversations. Faculty representing 37 degree/certificate programs were trained and began mapping outcomes in TracDat (R6.22). All PLOs are now fully assessed; the next step will be to integrate ongoing assessment into the outcomes assessment and comprehensive program review cycle.

<u>Increasing Faculty Participation</u>

Prior to the implementation of TracDat, participation in course assessment was through the Instructor Reflections practice, in which instructors assessed one or more SLOs for one or more courses they had taught that semester. The College began systematically collecting Instructor Reflections through an online form in Fall 2013.

In an effort to further support increased participation, the LAC continues to offer workshops related to assessment each Flex Day to support faculty working on course assessment (R6.23; R6.24; R6.25). The LAC has also offered mid-semester workshops to engage faculty in new or refined concepts that could be timely for their assessment work (R6.26). For example, in Fall 2016, the LAC invited faculty scheduled to complete course assessments to attend one of several TracDat pilot workshops (R6.27). The workshops offered a chance for faculty to provide feedback on the new assessment processes and get an early start on completing assessments. Feedback from the pilot sessions allowed the LAC to make improvements to TracDat and other future workshops (R6.28).

In Fall 2016, LAC members developed stand-alone training tools to support faculty as they complete course assessments in TracDat. Materials were provided in print and video formats (R6.29; R6.30). These training resources are accessible from the PRIE Office's Outcomes Assessment website and can be shared with any faculty member (full-time or adjunct) working on a course assessment (R6.31).

Additionally, a team of faculty worked with the SLO Coordinator and other members of LAC to develop a guidebook of suggestions for assessing courses with multiple sections (R6.32). As the College shifts its assessment practices from individual Instructor Reflections to more consistent cycles of assessment and departmentally-focused course assessments, resources such as this "Book of Ideas" provides a helpful foundation for faculty dialogue, collaboration, and participation. The LAC is committed to providing personalized support to individuals, departments, and divisions throughout the assessment process.

After the TracDat launch, LAC members were invited to several division meetings to provide TracDat training to faculty. Trainings were conducted for Creative Arts, Humanities, Physical Education, Physical Science, and Social Science during the Spring 2017 semester (R6.26). In addition, members of the LAC have presented assessment best practices, including concepts

related to course and program assessment in TracDat, at meetings of AAAG and Academic Senate (R6.33; R6.34). The LAC continues to offer assessment assistance during Flex days, workshops, and meetings with departments and divisions (R6.35; R6.36; R3.37; R6.38; R6.39; R6.40; R6.41).

In Spring 2020, Monterey Peninsula College hosted the statewide SLO Assessment symposium, which was attended by over 135 assessment professionals from around the state (R6.42). The main plenary session was presented by the incoming chair of the Accrediting Commission for Community and Junior Colleges (ACCJC) (R6.43). Over thirty MPC faculty and administrators attended the symposium in an effort to shift the assessment culture at the College and demonstrate how meaningful assessment practices can improve practice, curriculum design and implementation, and integration with program review and resource allocation processes. Importantly, three MPC trustees attended the event, participating in general and break out sessions.

Tools for Tracking

In order to promote shared awareness of college-wide participation and progress in assessment, the PRIE Office developed a Course Assessment dashboard using descriptive data from TracDat (R6.44). The dashboard allowed the College to track daily progress toward the goal of 100% course assessment while working on the Follow-up Report and to celebrate progress as assessments were completed. The dashboard also provides a quick way for faculty, staff, and administrators to identify individual courses within a discipline that have not yet been assessed. The PRIE Office began developing similar dashboards for program-level assessment at the end of Fall 2017, with the intention of having dashboards ready to launch by mid-to-late February 2018 (R6.45).

Evaluation

The College has taken critical steps forward to improve the intentionality of assessment cycles, strengthen the link between course and program assessment, and increase faculty participation. First, the Learning Assessment Committee (LAC) introduced and implemented clear and defined assessment cycles. Additionally, the LAC provided and promoted student learning outcomes assessment best practices at the course and program level to faculty both online and via participatory governance groups and division meetings. These best practices serve to foster greater dialogue at the department and division levels as well as clarify and increase the connection between course and program assessment activities.

Moreover, the Learning Assessment Committee increased faculty participation in course assessment through workshops, individual and small group instruction, and digital resources.

Finally, the PRIE Office developed tools for tracking and communicating assessment progress at the College, division, and discipline level and can demonstrate increased participation in the process.

Conclusion

The recommendation has been substantially met. The SLO Coordinator in cooperation with the Dean of Planning, Research, and Institutional Effectiveness, the Learning Assessment Committee, and the Academic Senate, will further support faculty participation in all levels of learning including course, program and general education.

Evidence List

R6.1   MPC's Cycle of Assessment, Adopted Fall 2016

R6.2   2016 ISER - Standard II.A.3

R6.3   LAC's Cycle of Assessment Presentation, Fall 2016 Flex

R6.4   Academic Senate Minutes, Oct. 20, 2016

R6.5   Academic Senate Minutes, Feb. 6, 2020

R6.6   Template and Sample Emails to Division Chairs, Aug. 2016

R6.7   Sample Course Assessment Plan, BUSI

R6.8   Sample Course Assessment Plan, ENSL

R6.9   Sample Course Assessment Plan, NURS

R6.10   Assessment Cycles In TracDat

R6.11   Email - Fall 2018 Assessment Reminder, Nov. 27, 2018

R6.12   Email - Spring 2019 Assessment Reminder, Jan. 22, 2019

R6.13   Email - Fall 2019 Assessment Reminder, Sept. 4, 2019

R6.14   TracDat Flag Settings

R6.15   TracDat Flags - GWOS

R6.16   Program Overview and Data Reflection Template

R6.17   SLO to PLO Mapping Instructions

R6.18   Mapping Roll-up Report Example - MATH

R6.19   LAC Minutes, Sept. 11, 2017

R6.20   PLO Mapping Workshop Presentation

R6.21   Example Invitation Email: PLO Mapping Workshop

R6.22   Mapping Workshop Attendee List

R6.23   Fall 2016 Flex Workshop Schedule

R6.24   Spring 2017 Flex Workshop Schedule

R6.25   Fall 2017 Flex Workshop Schedule

R6.26   TracDat Training Attendance, 2016-2017

R6.27   Email - Invitation to Attend TracDat Pilot, Nov. 7, 2016

R6.28   LAC minutes, Nov. 28, 2016

R6.29   TracDat Course Assessment Instructions - Text

R6.30   TracDat Course Assessment Instructions - Video

R6.31   Outcomes Assessment Website

R6.32   Assessing Multi-Section Courses

R6.33   AAAG Minutes, Apr. 5, 2017

R6.34   Academic Senate Minutes, Mar. 2, 2017

R6.35   Fall 2018 Flex Day Schedule

R6.36   Fall 2019 Flex Day Schedule

R6.37   Spring 2020 Flex Day Schedule

R6.38   Email - PLO Assessment Presentation, Feb. 13, 2018

R6.39   Email - Natural Sciences PLO, Feb. 13, 2018

R6.40   Email - LAC Friday Lab Hours, Jan. 24, 2018

R6.41   Email - ENSL Workshop with the LAC, Feb. 27, 2019

R6.42   Email - SLO Symposium, Jan. 27, 2020

R6.43   2020 SLO Symposium Program

R6.44   Course Assessment Dashboard

R6.45   Program Assessment Implementation Plan - Strategy 4

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).

Introduction

During the last full accreditation evaluation in 2016, the visiting team found that MPC followed sufficient scheduling processes to ensure students can complete certificate and degree programs in a period of time that is consistent with established expectations of higher education (R7.1).

Further, the team found that the College's program review process included course offerings, rotation summaries, and suggestions for how faculty and academic leaders could consider scheduling to better allow students to complete their academic programs in a timely manner. The team thus found that the College met the expectations for scheduling and enrollment data with respect to Standard II.A.C (R7.1).

The site team did recommend, however, that the College improve its institutional effectiveness by using enrollment data to better inform scheduling decisions, as well as implementing an enrollment management system to improve access to and use of data (R7.1). The College had already begun working on improving enrollment data processes to improve scheduling prior to the site visit and retained the services of respected enrollment management consultants to work with the institution to improve existing scheduling processes (R7.2).

For the work addressing this recommendation, including the development and implementation of an enrollment management system, the goal has been to ensure that the MPC enrollment management processes are evidenced-based, transparent, and focused on meeting student need.

Enrollment Management System Implementation

The College recognized at the outset that, to set enrollment targets, build schedules, improve room efficiency, and facilitate student movement along the academic pathway, it needed to be able to access and use reliable data (R7.3). Data from existing and emerging data systems were inconsistent and required manual input by staff to synthesize the information into actionable reports.

In November 2015, the College contracted with Information Technology Partners to implement their Enrollment Management System (EMS) (R7.4; R7.5). Led by the Office of Academic Affairs,

the implementation of EMS included collaboration with multiple departments including Information Systems, Student Services, Admissions and Records, and Fiscal Services.

The implementation of EMS began with an analysis of existing data and reporting tools, contractual guidelines for faculty load and compensation, and college schedule-building practices. As part of the implementation of EMS and integration with the College's SIS, the teams were able to address issues of data accuracy and reliability of SIS through the implementation of up-to-date workload tables, cleaner data, and updated enrollment reports (R7.6).

EMS has been fully implemented, interfaces with the College's current Student Information System (SIS), and is available to all College personnel to view enrollment data (R7.7; R7.8). EMS presents data elements from SIS (e.g., enrollments, FTES, load, productivity, cost) in a spreadsheet format, so it can be easily reviewed and analyzed at the course, discipline, department, division, and institutional levels (R7.9). In addition, course enrollment can be analyzed with the assistance of the location taxonomy, which addresses all learning platforms at the college, including the Monterey campus, the Education Center at Marina (MEC), and online education (R7.10). Goals are established by examining previous and existing course performance for each program and division (R7.11).

EMS continues to serve as an essential tool in the College's schedule building and enrollment management processes. The Vice President of Academic Affairs, Deans of Instruction, Division Chairs, Department Chairs, and other faculty regularly use data and reports from EMS and SIS to inform schedule development and enrollment management (R7.12). The Vice President of Academic Affairs relies on data from EMS to analyze program and course performance and to introduce and facilitate dialog about full-time equivalent faculty (FTEF) allocations and FTES targets for disciplines (R7.11). These outcomes have strengthened the alignment between schedule building and enrollment management and the College's budget and resource allocation.

Developing Actionable Data

The College uses data from EMS and SIS to better identify targeted student enrollment goals and connect budgeting and resource allocation decisions to schedule development (R7.13; R7.14). Beginning Summer 2017, the EMS has been used by Academic Affairs, division and department chairs, and deans to inform scheduling decisions (R7.7). EMS data has been used to set FTEF allocations and FTES targets since May 2018 (R7.11). Moreover, effective Fall 2018, scheduling decision-making for future terms has been informed by EMS enrollment data (R7.15). These steps were part of the College's QFE to develop a fully-operational EMS.

EMS enrollment data has been used in making cross-divisional decisions as well. For example, it

has been used, in conjunction with the MPC budget's 5-year fiscal forecast, to track and set FTEF targets for the 2019-2020 and the 2020-2021 academic years (R7.11).

Informing Scheduling Decisions

Data from EMS and SIS are used in critical areas of schedule development and enrollment management decisions. The College's schedule development timeline and process starts with analysis of current and projected enrollments in order to make informed scheduling decisions (R7.12).

The Vice President of Academic Affairs relies on data from EMS and SIS to analyze program and course performance and to introduce and facilitate dialog about FTEF allocations and FTES targets for disciplines and inform schedule development (R7.11). These outcomes have strengthened the alignment between schedule building and enrollment management and the College's budget and resource allocation.

Using data provided by EMS and SIS, division chairs, department chairs, deans, and faculty are able to review courses in light of programmatic course sequencing, the scheduling of prerequisite courses, and enrollment trends in order to build schedules that meet student needs (R7.13). Schedule building is now a truly data-informed practice, ensuring that the courses offered in a particular term are the ones that students need and that enrollment trends support the allocation of FTEF resources to each program. Special attention is paid to offering class sections across all appropriate modalities and locations, such as online or at the MEC (R7.16).

Finally, the College uses EMS and SIS data to evaluate possibilities for expanding offerings as needed. The College's Strategic Enrollment Management sub-committee has used EMS and SIS data as well as other information to establish new models for course scheduling at the MEC and online in order to better meet student needs by offering sustainable, predictable course schedules that lead to degree completion (R7.17).

The College has committed to providing training and professional development related to the use of data to inform schedule development, enrollment management, and student success. The Office of Academic Affairs has facilitated numerous training sessions on how to access and use the EMS since December 2016 (R7.7; R7.18; R7.19; R7.20; R7.21). In addition, MPC has sent teams of faculty, staff, and administrators who are involved in schedule development and enrollment management to Guided Pathways Strategic Enrollment Management workshops as well as the Enrollment Management Academy held by the Claremont Graduate University (R7.22; R7.23).

Strategic Enrollment Management Plan & 2020-2025 Educational Master Plan

In Fall 2019, MPC created a Strategic Enrollment Management sub-committee, which is charged with creating a strategic enrollment management plan to provide guidelines for using data gathered from EMS and SIS to inform schedule development and enrollment management (R7.22).

In January 2020, the MPC Board of Trustees approved the 2020-2025 Educational Master Plan (EMP), which outlines the College's goals for the next five years and the strategic initiatives that will help the College achieve those goals (R7.24; R7.25). Goal 2: Completion Culture states that the College will "provide programs, resources, and services that empower students to achieve their educational goals" (R7.26). Its first strategic initiative is Effective Strategic Enrollment Management, wherein the College will "develop and implement a strategic enrollment management plan that aligns outreach and recruitment, admissions, financial aid, educational pathways, class scheduling, instruction, academic and learning support, and student services" (R7.26). The College has thus made an ongoing commitment to building schedules that meet student needs and are fiscally sustainable, strengthening program pathways to support students in achieving their educational goals.

Evaluation

The College has implemented the Enrollment Management System and made significant improvements to SIS enrollment data and reporting, which have improved the access to, use of, and satisfaction with data that informs scheduling and other decision-making processes. The College has made enrollment management a priority in the 2020-2025 Educational Master Plan.

Conclusion

This recommendation has been met.

Evidence List

R7.1   2016 External Evaluation Report - Standard II.A

R7.2   CBT Enrollment Management Workgroup Report - Apr. 29, 2016

R7.3   2016 ISER - Standard II.A.6 Evaluation and QFE 1 Background

R7.4   Contract with Information Technology Partners, Nov. 3, 2015

R7.5   Board Meeting Minutes, Nov. 18, 2015

R7.6   Enrollment Management Workgroup Minutes, Sept. 23, 2016

R7.7   Progress on Recommendations to Improve, Oct. 17, 2017

R7.8   Lobo Apps

R7.9   Final Load Table - Effective Spring 2020

R7.10   EMS Location Taxonomy

R7.11   2019-2021 Enrollment Management Tracking Worksheet

R7.12   2020-2021 MPC Schedule Development Timeline, Revised

R7.13   OAA Enrollment Management Retreat Agenda, June 25, 2019

R7.14   Email - Enrollment Achieved in 2017-18, May 8, 2018

R7.15   Fall 2017 EMS Enrollment Review

R7.16   Fall 2020 Marina Course Schedule

R7.17   SEM Sub-committee Agenda, Feb. 11, 2020

R7.18   Email - EMS Training, Feb. 13, 2017

R7.19   Email - EMS Training, Oct. 12, 2017

R7.20   AAAG Minutes, Feb. 7, 2018

R7.21   EMS Training - Quick Reference Guide

R7.22   Email - SEM Planning Sub-committee, Sept. 26, 2019

R7.23   Email - 2019 Enrollment Management Academy, May 1, 2019

R7.24   Board Meeting Minutes - New Business Item L, Jan. 29, 2020

R7.25   2020-2025 Educational Master Plan

R7.26   2020-2025 Educational Master Plan - Goal 2

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).

The Education Center at Marina (MEC) continues to be an important and growing resource at Monterey Peninsula College (MPC). The MEC offers foundational general education courses, maintaining its original emphasis as an access point to higher education. MPC recognizes the MEC's location as a prime asset for the College to expand its programs and services, particularly their delivery to residents of Sand City, Seaside, and Marina, in line with the goals and strategic initiatives laid out in the 2020-2025 Educational Master Plan (R10.1).

At the time of the last full site visit in 2016, the visiting team found that the College met the standards with respect to providing equitable access to all of its students by providing appropriate, comprehensive, and reliable services, regardless of service location or delivery method. The site team recommended that the College would benefit from, and improve institutional effectiveness by, more consistently scheduling and publishing all of the student services provided at the MEC. The team also suggested that the College complete a more detailed evaluation of the MEC location (R10.2).

Focus on the MEC

Since the time of the last institutional evaluation in 2016, the College has taken significant steps to focus attention on the role that the MEC plays in meeting the larger College mission. In January 2017, MPC's Board of Trustees (Board) approved the job description and recruitment for a Dean of Student Services/Marina position (R10.3). The Board approved the hiring of the new Dean in June of 2017 (R10.4). The position has been filled and actively engages in MEC operations and services since that time.

This Dean of Student Services is responsible for the day-to-day operations of the MEC and is empowered to continuously review and enhance the operations and services of the Center (R10.5). The Dean works closely with the staff onsite, including a full-time Unit Office Manager (UOM), a full-time bilingual Categorical Services Coordinator (CSC), and a half-time administrative assistant (R10.6; R10.7; R10.8). These staff members are cross-trained on all student service processes and provide support across all areas of Student Services (R10.9). The staff also partners with student support professionals at the main campus and with online education support members. When a student requires more in depth or additional support, staff is trained to refer students to the appropriate office or staff at the Monterey Campus or to online resources.

Additional and Expanded Support

Augmented support services are regularly provided by representatives from a variety of student services at the MEC, including Counseling, Student Financial Services, and Student Health Services (R10.10; R10.11). The Student Equity and Achievement (SEA) Program also provides assessment and student success follow-up support teams for English as a Second Language students (R10.12; R10.13; R10.14; R10.15).

Over the past three years, both Counseling and Student Financial Services have increased on site staffing hours at the MEC. On site counseling is available six hours a week, and additional counseling support is readily available online through Cranium Café and the student portal's *Ask a Counselor* feature, as well as via phone appointments (R10.16). Additionally, Student Financial Services availability has doubled over the same time, increasing from three hours every other week to three hours every week (R10.17; R10.18).

Student Health Services are now available at the MEC, with the College nurse providing three hours of coverage each month (R10.19). Additional student health services are available from MEC staff, who are able to provide over-the-counter medicine to students. Two online wellness platforms are available through Canvas at all times: Wellness Central, a resource exclusively for California Community College students, as well as CampusWell, the online wellness magazine for MPC students. These platforms provide students with resources and information on topics related to emotional, social, physical, academic, financial, and spiritual health and wellness (R10.20; R10.21; R10.22). In addition, Student Health Services has expanded its online tele-health personal counseling hours; students may email studenthealthservices@mpc.edu for assistance (R10.23). Finally, MEC staff provides information to students about the Crisis Text Line, which is available through a partnership with the California Community Colleges Chancellor's Office (CCCCO) (R10.20).

In order to make students feel more welcome and increase the length of time that they spend on campus, other services have also been introduced or expanded. New vending machines providing hot meal options have been installed. A dry kitchen has been set up with a microwave, refrigerator, water cooler, Keurig machine, snacks, coffee, and tea. Additionally, the MEC now provides Food Pantry, Food Share, and snack bag services to provide equivalent services to those offered at the Monterey Campus (R10.24). Office spaces have been redesigned to create a more student-friendly space where students may work and network in groups, and classrooms are available for students to reserve for individual and group work. Monthly social activities have been created to build community and bring students together (R10.25; R10.11). Additionally, several of the programs housed on the Monterey Campus are bringing their events and activities to the MEC as well (R10.11).

In Summer 2017, an additional portable was added to the campus, which serves as additional faculty and meeting space with a lobby for students. This provides additional space for faculty and student services staff to meet with and provide support for students.

Increased Awareness of Services

In addition to augmenting student support services at the MEC, a variety of measures have been taken to ensure that students, faculty, and staff at the MEC are better informed about available services and resources.

The MEC has launched a Marina Center Week of Welcome, held at the beginning of each Fall semester (R10.26). This event informs students about the matriculation Steps to Success and about campus services and resources at both MEC and the Monterey campus, which encourages community building for students attending classes at the MEC and connects them to the student activities and student government offices and resources.

Physical copies of the MEC's calendar of student services and the hours of service are regularly posted on the bulletin boards in classrooms and offices at the MEC for easier student access. A banner for MPC Student Services, listing all the available services, is now permanently displayed above the main walkway at the Marina campus. Portable sidewalk signs are updated regularly with flyers and notices to keep students informed and engaged.

The MEC website now includes a page for "Student Services in Marina" (R10.27). It provides a complete list of available services and links directly to the MEC's calendar of events, which includes the hours of support provided at the MEC for each service. This includes Admissions, Assessment, Counseling, Matriculation Services, Registration, Student Health Services, Student Financial Services, Testing Accommodations, and Veterans Services, as well as campus-sponsored social events and activities.

Each semester an MEC representative, the Marina Categorical Services Coordinator and/or a counselor, contacts each instructor scheduled to teach at the MEC in the upcoming semester and offers to visit their class(es) to inform of the services available for students at the MEC (R10.28). During these classroom presentations, student services staff discuss the services available to students, provide contact information, and share when these services are available on site at the MEC. The Categorical Services Coordinator also communicates with Monterey Campus programs and services to obtain notices, flyers, banners, and other informational materials to display at the MEC to keep students and staff well informed.

The newly created MEC Instagram account posts information on events and activities as well as student success tips and reminders about services (R10.29).

MEC and the Education Master Plan

In 2020, Monterey Peninsula College created its 2020-2025 Educational Master Plan (EMP) (R10.30). The plan sets forth four essential goals for the College as well as the strategic initiatives that help reach the goals. Under the goal of Educational Excellence, MPC has

indicated that the College will, with respect to the MEC, increase access to educational programs and support to further serve the educational needs of the community (R10.1).

With the expansion and addition of the services listed above, as well as the increased communication of their availability in a variety of methods, the College has directed its attention to meeting that goal and associated strategic initiative.

Evaluation

The College has directed human, financial, and facilities resources to the greater success of students who access the MEC, particularly in improving the access, use, and satisfaction of the student services offered at the site. The College has made the development of the MEC and securing its status as a "site" under the definition of the CCCCO a priority in the EMP. Site status would allot state-funded resources to the location and further the College's efforts to support the educational goals of its students and broader community.

Conclusion

This recommendation has been met.

Evidence List

R10.1   2020-2025 Educational Master Plan - Goal 1 Strategic Initiatives

R10.2   2016 External Evaluation Report - Standard II.C

R10.3   Board of Trustees Minutes - New Business Item W, Jan. 25, 2017

R10.4   Board of Trustees Minutes - New Business Item T, June 29, 2017

R10.5   Board of Trustees Agenda - New Business Item W, Jan. 25, 2017

R10.6   Unit Office Manager - MEC Job Description

R10.7   Categorical Services Coordinator Job Description

R10.8   Administrative Assistant II Job Description

R10.9   Student Services Cross Training

R10.10   MEC Resources Flyer

R10.11   MEC Calendar of Events, Oct. 2019

R10.12   ESL Coordinator Flyer

R10.13   ENSL Schedule Building Workshops Flyer

R10.14   ENSL Student Success Registration Flyer

R10.15   ENSL Assessments Calendar

R10.16   Counseling and Academic Advising

R10.17   MEC Financial Aid Services Flyer

R10.18   MEC Calendar of Events, June 2017

R10.19   MEC Services

R10.20   Wellness Central

R10.21   MPC CampusWell Announcement

R10.22   MPC CampusWell Website

R10.23   Student Health Services Website

R10.24   Marina Food Share Drive Up Flyer

R10.25   MEC Social Activities Flyers

R10.26   Week of Welcome

R10.27   Student Services in Marina

R10.28   MEC Student Services Email to Professors Template

R10.29   MEC Instagram

R10.30   2020-2025 Educational Master Plan

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).

The College has well-established and broad student services that support the matriculation of students at the College from onboarding through degree and certificate completion. It provides counseling and/or academic advising programs to support student development and success at the Monterey Campus, at the Education Center at Marina, and in online settings. Counseling and advising programs serve students across the completion pathways to ensure students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

The ACCJC site visit team found that the College met the expectations with respect to counseling and advising, but suggested the College find improved ways to incorporate data-collection methods into student onboarding, student progress, and student completion decision-making to improve student success outcomes, such as graduation and transfer rates.

Improving Education Plan Data

Recommendation 11 was reviewed by the Vice President of Student Services and the Interim Dean of Student Services, who are both charged with primary oversight of the Student Equity and Achievement (SEA) program at MPC. The pair determined that the College would need to change from its prior practice of requesting that the Information Technology Systems (IT) department run a Student Information System (SIS) report twice a semester to acquire education plan data, and, instead, create a new standing report within SIS that could be run independently and on demand by counseling faculty and others (R11.1). The Counseling Department was consulted to determine the elements, format, and design of the new standing report (R11.1).

This new SIS report, SIS801 Educational Plans, improves the access, relevancy, and use of student educational plan data (R11.2). For example, it enables the SEA Program's Student Success Coordinators to retrieve data in real time and identify whether or not students have completed an educational plan and, if so, the type and the term in which the educational plan was developed (R11.2). This allows for improved follow-up with students to determine if a student needs to meet with a counselor to update their educational plan.

The SEA team emails all students who do not have a comprehensive educational plan on file during the fourth week of each semester and again two weeks before registration (R11.3). Students are invited to meet with a counselor or attend a Schedule Building Workshop to

develop an educational plan. Counselors visit English and math courses to share counseling services and resources and to invite students to make appointments to complete education plans and access other counseling support resources (R11.4; R11.5; R11.6).

MEC and the Educational Master Plan

The 2020-2025 Educational Master Plan established the institutional direction for the next long-term planning cycle (R11.7). Its second goal is to create a Completion Culture. Under this goal, the College has set two strategic initiatives to improve student educational planning:

- **Systems to Support Student Completion.** Implement, expand, and enhance systems and processes designed to monitor student performance in course work; track and monitor student progress toward degree completion; identify students needing assistance; manage referrals for support and interventions; and facilitate communication between instruction and student services, including outreach, interventions, and other student support.

- **Academic Guidance.** Provide comprehensive support to help students understand and navigate college systems in order to determine and accomplish their academic and career goals (R11.8).

In addition, the College is improving student educational planning through the lens of Guided Pathways Pillar 2 and 3 Essential Practices. Beginning in Fall 2019, the College's Guided Pathways College and Career Guidance (CCG) Work Team has engaged in inquiry and design, which included collection, evaluation, and synthesis of internal and external studies; student, faculty, and staff surveys; and qualitative and quantitative data (R11.9; R11.10; R11.11). The CCG Work Team will present its recommendations to the College's governance groups in Fall 2020. A significant part of the work team's comprehensive recommendations will include proposed organizational and technology enhancements for strengthening student education planning and supporting students along pathways.

The data derived from the new SIS reporting has improved identification of student needs, outreach by student services staff to help guide the selection of education pathways, and institute processes to help students to self-regulate their progress and provide appropriate interventions to accelerate movement through the educational pathways.

Evaluation

A standing report showing the status of Comprehensive and Abbreviated Student Educational Plans (SEP) was created for the purpose of monitoring, tracking, and providing follow-up services related to SEPs. MPC currently has accurate data on comprehensive and abbreviated

student educational plans. They continue to be collected and reviewed to inform actions taken to increase student success and documentation of improvements are provided.

The current reporting format identifies the number of students who have been directed to receive an education plan, whether or not they have a plan on file. This report further is reviewed to identify students who do not have a comprehensive education plan in order to connect them with a counselor. Finally, a Student Information System standing report is now available. Thus, the College has made the development of informed education plans based on accurate and consistent evidence a major institutional priority.

Conclusion

The recommendation has been met.

Evidence List

R11.1   Email - Education Plan, Aug 14, 2020

R11.2   SIS801 Education Plans - Redacted

R11.3   Template SEA Email Re: Comprehensive Education Plans

R11.4   Template Counseling Department Email

R11.5   Counseling Classroom Presentations Outline and Resources

R11.6   Counseling Visits Tracking - English 1A - Spring 2019

R11.7   2020-2025 Educational Master Plan

R11.8   2020-2025 Educational Master Plan - Goal 2 Strategic Initiatives

R11.9   College and Career Guidance Student Survey

R11.10   Major and Career Exploration and Selection Staff and Faculty Survey

R11.11   External Site Visit Questions

Recommendation 12

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

At the time of the last full institutional review, Fall 2016, the ACCJC visiting team found that Monterey Peninsula College (MPC) met the requirements of Standard III.A.3, requiring the College ensure that all administrators and other employees responsible for educational programs and services possess the requisite qualifications to perform the required duties (R12.1). That is, MPC was found to have maintained the necessary procedures and processes for proper recruitment, the vetting of minimum qualifications and equivalencies, and the interview and selection of candidates (R12.1).

The site team did recommend, however, that MPC update its administrative procedure with respect to administrative hiring procedures, as a method to improve institutional effectiveness (R12.2). The administrative procedure, while used by the college regularly at the time of the visit, was overdue for an update.

Updates to AP 7121 Administrative Hiring

The College began work on updating Administrative Procedure 7121 (AP 7121), related to administrative and managerial hiring, in early Fall 2017. Over the past three academic years, AP 7121 has undergone two separate revisions to reflect hiring strategy changes that occurred during this period.

The initial update to AP 7121 began during the Fall 2017 semester. The College's participatory governance groups considered AP 7121 and made edits and refinements during the balance of the fall term. MPC's President's Advisory Group (PAG), which is composed of representatives from all college constituencies, received the revised AP 7121 as an information item and its associated board policy as an approval item on December 12, 2017 (R12.3; R12.4).

During 2018, the College began to consider the hiring of a new Superintendent/ President, and AP 7121 was revised slightly to clarify that the Superintendent/President would be hired using BP 2431 (R12.5). In November 2018, the College's Equal Employment Opportunity Advisory Committee endorsed AP 7121 while the President's Advisory Group reviewed the AP on November 13, 2018, and finalized and approved the administrative procedure on November 27, 2018 (R12.6; R12.7; R12.8). The College provided the Board of Trustees an updated status of AP 7121 as an information item on November 28, 2018 (R12.9).

Board Policy 7120 (Recruitment and Hiring), under which AP 7121 operates, was approved by the Board of Trustees on May 25, 2016 and revised on June 24, 2020 as part of the regular

board policy review cycle (R12.10; R12.11; R12.12; R12.13). It now reflects legal updates issued by the CCLC Policy and Procedure Subscriber Service (R12.14).

Contents of AP 7121

The administrative procedure (AP) for Recruitment and Hiring: Administrators and Managers (AP 7121) sets forth all of the key steps for recruiting and hiring educational administrators as well as classified administrators and managers (R12.15).

Specifically, AP 7121 contains the methods and practices for:

- Identifying vacant positions

- Developing job announcements

- Establishing recruitment efforts

- Creating the application process

- Building recruitment committees

- Conducting interviews

- Closing the recruitment and hiring process

AP 7121 and BP 2431 also address the hiring and replacement of the Superintendent/President, placing responsibility on the Board of Trustees to establish a search process to fill the vacancy (R12.5). Importantly, the administrative procedure addresses the inclusion of the minimum qualifications for educational administrators, as defined by California Code of Regulations (CCR) Title 5 regulations, section 53420 (R12.16). Minimum qualifications for classified administrators and managers are defined locally and include requirements for educational preparation and vocational experience. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students are expressly included as a requirement in the hiring procedures, as required by CCR Title 5 regulations, section 53022 (R12.17).

Evaluation

The Administrative Procedure (AP) 7121 has been updated. It was reviewed through the participatory governance process and was presented as an information item to the Board of Trustees on January 24, 2018. AP 7121 was updated in 2018 to clarify the roles at the College in the hiring of administrators and of the Superintendent/President. The AP is current and used in the standard business and hiring operations at the College.

Conclusion

This recommendation has been met.

Evidence List

R12.1   External Evaluation Report III.A.3

R12.2   Recommendation to Improve Quality 12

R12.3   PAG Agenda, Dec. 12, 2017

R12.4   PAG Minutes, Dec. 12, 2017

R12.5   BP 2431 - Superintendent/President Selection

R12.6   PAG Agenda, Nov. 13, 2018

R12.7   PAG Minutes, Nov. 13, 2018

R12.8   PAG Minutes, Nov. 27, 2018

R12.9   Board of Trustees Agenda - New Business Item V, Nov. 28, 2018

R12.10   Board of Trustees Minutes - New Business Item H, May 25, 2016

R12.11   Board of Trustees Minutes - New Business Item I, June 24, 2020

R12.12   BP 7120 - Recruitment and Hiring

R12.13   Board Policies Revised and Posted in 2020

R12.14   Board Policies with CCLC Legal Updates, May 14, 2020

R12.15   AP 7121 - Recruitment and Hiring: Administrators and Managers

R12.16   California Code of Regulations - Title V, Section 53420

R12.17   2019-2022 EEO Plan

Reflection on Improving Institutional Performance

Reflection On Improving Institutional Performance

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.

[Process Strengths](#)

Since the time of the last full self-evaluation in 2016, Monterey Peninsula College has dedicated significant human, technological, facilities and financial resources to improve the assessment process. These efforts have transformed previously identified areas of improvement into solid college practices for the examination of learning findings.

Human Capital

The College has hired a full-time Dean of Planning, Research, and Institutional Effectiveness (PRIE), who co-chairs both the PRIE Committee and the Learning Assessment Committee (LAC) ([SLO1](#); [SLO2](#); [SLO3](#)). The committees meet on alternating weeks of the month during the academic year. The College has a faculty SLO Coordinator with dedicated release time. The SLO Coordinator, representing the Humanities faculty, is a member of the College's Curriculum Advisory Committee to better connect outcomes assessment with curriculum design and implementation ([SLO4](#)). The Dean of PRIE has a fully-assigned Administrative Assistant, who supports the work of the PRIE Committee and LAC including monitoring and supporting the technology and systems for learning assessment management ([SLO5](#)).

In 2020, MPC hosted the statewide Student Learning Outcome Symposium produced in cooperation with the Academic Senate of the California Community Colleges (ASCCC) ([SLO6](#)). The Dean of PRIE co-moderates the state's SLO listserv, which brings together assessment professionals from around California. The goal of these steps has been to bring greater access to current information on learning assessment techniques and methods to the College and to pivot the mindset regarding learning assessment.

Technology

In addition to the dedication of personnel to the assessment process, the College has dedicated significant resources to the improvement and functioning of learning outcomes assessment. The College uses a well-respected learning assessment management system, Nuventive's Improve, with a specific software component for program review ([SLO7](#); [SLO8](#)).

Facilities

In 2019, the College created a space for discussions about student learning and success evidence (SLO9; SLO10; SLO11). The new location houses the PRIE Office and contains dedicated areas for key committee meetings, faculty dialogue, and data presentations (SLO12).

Financial Resources

In 2017, the College developed an Innovation and Effectiveness Plan under the California Institutional Effectiveness Partnership Initiative (SLO13). Under the plan, a Partnership Resource Team visited the College and helped develop strategies for the purchase of technology, allocation of faculty, development of professional growth opportunities, and dedication of program review plans (SLO14).

Growth Opportunities

Over the past three years, the principal focus of the College has been building systems and processes to create the environment and space for faculty to engage in student learning results. The challenge going forward for the College will be to build and foster a college-wide assessment mindset in order to elevate the level of engagement in the examination of student learning findings.

A second area of growth lies in the connection of course learning outcomes to larger programmatic learning. To this end, the Faculty Tri-chair of the Guided Pathways Committee has made presentations at the LAC meetings (SLO15). The Dean of PRIE is a member and regularly attends Guided Pathways meetings, and the SLO Coordinator attends PRIE meetings (SLO12). With the increased focus on student completion of terminal outcomes, such as transfer or degree completion, and away from open course taking, the connection of course learning with program learning has become a more important challenge.

Instructional programs with clear academic pathways based on well-established licensure requirements or employment expectations have experienced measured success through assessment of learning outcomes at the course and program level (SLO16; SLO17). Traditional transfer programs remain challenged in this area given the broad array of courses students can take to complete the degree; the development of clearer and established meta-major and program maps will improve this issue (SLO18).

In addition, initial discussions have occurred regarding potential ways that Guided Pathways can be embedded more explicitly into the College's program review and resource allocation process. The Guided Pathways Steering Committee will formalize those discussions during the 2020-2021 academic year with the adoption of resulting recommendations projected to take effect when the College initiates the next iteration of the program review and resource allocation process.

Finally, the College is refining the manner and method by which learning data is stored and more easily retrieved. Efforts are in place to simplify the questions that inform program review discussions (SLO19). During this past program review cycle, faculty were asked to consider learning outcomes assessment results when developing action plans and making resource allocation requests (SLO19). The College has added dashboards to provide faculty and others with trend data is also another growth area for the institution.

Course, Program, and Institutional Improvements

Sample pedagogical improvements to teaching and learning include (SLO20):

- ANAT 1 (Fall 2018) · The instructor will allocate more time to disease interpretation and case studies, intervene earlier with students identified as struggling to improve study skills earlier in the semester, and add active learning in the lectures dealing with diseases. In Spring 2019, early feedback suggested that students were able to understand and incorporate the ideas more completely after being able to discuss them with their classmates.

- ANTH 6 (Spring 2017) · The instructor will structure the class to spend more time on group discussions of method and theory prior to the midterm exam and start the research project process earlier in the semester to offer greater support to students who are not yet comfortable with the research process.

- ARTC 1(Spring 2017) · The instructor will 1) show more visual examples online to illustrate additional creative solutions for practicing basic skills and 2) introduce finishing techniques sooner in the semester. In Spring 2019, the instructor reported that 1) showing examples was helpful in inspiring students and demonstrating various techniques and 2) introducing finishing techniques sooner improved students' glazing abilities.

- AUTO 104 (Fall 2018) The instructor will pay more attention to who is doing most of the work in the lab. Those that are not participating will be required to complete at least one of the electrical diagnostic projects on their own without the help of their teammates. The course will transition from Toyota Camrys to Toyota Priuses to allow students to work on Controller Area Networks, which are not installed in Camrys. Because students coming out of the program have been reported to be lacking professionalism, we will continue to refine the Professionalism Points system that was developed to address this, with the assistance of local employers and the Advisory Committee.

- ECED 55 (Spring 2019) · The instructor will have students talk about the impact of community resources on socialization in the External Influences report. The course needs formal assessment of socioeconomic impact or to expand the SLO to include other macro influences.

- ENGR 12 (Spring 2017) · The instructor will use formula quizzes technology wherein each student gets a different set of numbers for the problems on homework sets to circumvent the copying problem, provide instant feedback, and reduce the grading burden.

- ETNC 6 (Spring 2018) · The instructor will 1) give note-taking assignments for every film viewing rather than 40% to improve their understanding of the material and give a more patterned and predictable structure to the class; 2) engage the students earlier about the requirements of the message, including deadlines, and the opportunity for extra credit; 3) assign the viewing of additional documentaries at home, now that the College has access to the KANOPY streaming service; and 4) change the schedule of the films to a chronological order to improve the ease of understanding.

- MATH 18 (Spring 2018) · The instructor will include questions in the monthly exams to be answered in plain English regarding what the differential equation and its solution have accomplished. The instructor found that students appreciated questions that more closely model real world physics and engineering problems.

- NURS 153 (Fall 2018) · The instructor will emphasize the expectation that students complete the full 500 hours of residency, despite not being compensated, and also persuade the facility that the residents need to be compensated appropriately.

- PHED 12B (Spring 2019) · The instructor will spend more time on the breaststroke and introduce additional interval/speed sets earlier in the semester. More time spent on breaststroke led to more students successfully completing at least one lap of breaststroke. Introducing speed sets earlier in the semester made students more capable of decreasing their overall swim test time at the end of the semester.

Curriculum design and implementation improvements over the past four years include:

- BUSI 120B (Fall 2016) · Beginning Fall 2020, the department will switch the course to online delivery to address the variance in speed of learning and teach QuickBooks Online, rather than QuickBooks Pro, as it is now the more commonly used software in the workplace

- CSIS 51C (Fall 2016) · The Business, Computer Science, and Engineering chairs will discuss what role the course plays in degree programs, whether the course should continue to follow the C-ID ITIS-180 description, whether the curriculum topics should be revised, whether the catalog description should be revised, and whether to add a prerequisite course.

- ENGL 43 (Spring 2017) · The instructor will discuss and explain how phenomenology might apply to a sophisticated understanding of a character's consciousness. Reformat the criteria of the presentation.

- HLTH 4 (Spring 2019) - The instructor will 1) revise the paper rubric to clarify any confusion for online students; 2) integrate how race, gender, cultures, and/or socio-economic backgrounds can influence wellness in more than one discussion during the semester; and 3) clarify the connection between physical and emotional wellness.

Conclusion

Outcomes assessment has been used to make improvements to pedagogy and teaching methods, curriculum design and implementation, and resource allocation requests as well as professional development.

Evidence List

SLO1   Dean of PRIE Job Description

SLO2   PRIE Committee Charge

SLO3   LAC Charge

SLO4   CAC Membership

SLO5   Administrative Assistant III Job Description

SLO6   2020 SLO Symposium Program

SLO7   Example TracDat Assessment Summary

SLO8   Example TracDat Program Review Summary

SLO9   Monterey Campus Map - PRIE Office Highlighted

SLO10   Email - PRIE Office Is Moving, Jan 24, 2020

SLO11   PRIE Office Floorplan

SLO12   GP Steering Committee Notes, Mar. 3, 2020

SLO13   PRT Grant (Executed Copy) - Including I&EP

SLO14   2019-2020 PRT Expenditures

SLO15   LAC Agenda, Mar. 9, 2020

SLO16   NURS SLO and PLO Assessment

SLO17   Maurine Church Coburn School of Nursing Accreditation Statement

SLO18   Career and Academic Pathways, Apr. 2020

SLO19   2019-2020 CPR Program Overview and Data Reflection Template

SLO20   [Pedagogical Improvements](#)

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.

Monterey Peninsula College (MPC) has established institution-set standards (ISS), including both floor standards and aspirational goals, in measures of institutional performance. The ISSs are related to the multiple functions of the College's mission and are aligned with the Commission's expectations (ISS1; ISS2; ISS3). MPC assesses and evaluates its performance against the standards and considers manners and methods to improve systems and processes, and therefore student success, based on the examination of the data (ISS2; ISS4). The College considers the institution-set standards at both the institutional and programmatic levels (ISS4; ISS5).

The College has been setting and reporting ISSs since 2012. After the 2013 ACCJC Annual Report was filed, the College re-examined its methodology for all institution-set standards. The College decided to use a consistent methodology for calculating each of its ISSs: a five-year average, less the standard deviation for those five years. The College also decided to use data available from the CCC Chancellor's Office DataMart, where possible. The College re-calculated its 2013 ISS following this methodology in order to have a starting point for longitudinal comparisons.

The process of establishing ISS begins with an annual review and reaffirmation of methodology described in the previous paragraph by the Planning, Research, and Institutional Effectiveness (PRIE) Office. The methodology and resulting standards are then recommended to the PRIE Committee, which reviews and accepts the recommendations (ISS6; ISS7). The ISS are shared out to the key participatory governance bodies for further insights and input. Specifically, the institution-set standards are shared with the Academic Affairs Advisory Group, the Student Services Advisory Group, and the Academic Senate (ISS8; ISS9; ISS10).

Progress on the ISS culminates in a presentation and dialogue before the President's Advisory Group (PAG), which includes representatives from all governance and constituent groups (ISS11). Pursuant to the College's governance process, each PAG member shares the data and analysis with their respective constituent group or committee(s) (ISS12). The ISS data and annual ACCJC reports are displayed on the PRIE Office's Institutional Reporting page of the MPC website for college and public consumption (ISS1).

To ensure MPC accomplishes its goals for student success, the Board of Trustees was regularly updated on the CCCCO Scorecard and is now updated on the CCCCO *Vision for Success*, the presentation of which includes information on the ISS (ISS13; ISS14; ISS15). The presentations to the Board of Trustees regarding the Scorecard regularly included discussions about the

connections between the ISS and other student success reporting. Special attention was paid to linking ongoing analysis to program review and the first annual review of progress on the College's 2020-2025 Educational Master Plan.

Key Updates Since the Last Institutional Review

Over the past two academic years, the College has taken key steps to improve its procedures and practices in order to foster dialogue about institutional performance and act on student achievement results through program review and other other college initiatives.

Since Fall 2017, the PRIE Office has provided a 5-year course retention and success data dashboard, which includes the institution-set standard for each year (ISS16). This dashboard allows faculty to disaggregate by discipline and uncover student success gaps relevant to their specific programs and address those gaps in the data review and reflection component of both comprehensive program review and the annual program review update (ISS5). Further, the action plan and resource request component explicitly connects the action plan and the College's mission through identified institutional goals, objectives, and plans and implicitly connects back to the ISS by asking for the connection between the data review and the action plan (ISS17). The PRIE Committee developed a rubric for resource request prioritization and allocation, which addresses the request's connection to the institutional mission and student learning outcomes assessment (ISS18). The rubric is used by the PRIE Committee to prioritize requests for resource allocation. Once funding allocations have been determined by the Budget Committee and relevant fiscal resources on campus, the request prioritization and funding decisions are disclosed to the entire college community (ISS19; ISS20; ISS21; ISS22).

In 2019-2020, the College made a number of improvements in this area. First, the College expressly included the institution set-standards as one of the multiple measures to triangulate progress on institutional goals established in the 2020-2025 Educational Master Plan (ISS23). Second, the College made further refinements to the program review process; specifically, the program overview questions were revised to direct effort towards meaningful inquiry, developing questions about the data relevant to an individual program, rather than a general review of evidence (ISS24).

The final improvement the College made in 2019-2020 was the integration of the ACCJC institution-set standards with the California Community College's *Vision for Success*. The PRIE Committee recognized that the two systems--ACCJC and CCCCO--used similar measures of institutional performance, but operationalized the metrics differently. Moreover, the same student success measures used different methodologies for capturing the data. That both systems asked colleges to set aspirational goals for improvement and goal setting on the same success measure while using different manners of measurement for different periods of time

was a source of confusion for departmental chairs, division chairs, and academic deans (ISS15).

The PRIE Committee determined that these differences in metric definition and methodology could be merged into a cohesive methodology. As a result, in Spring 2020, the PRIE Office outreached to the Commission about the possibility of migrating the California Community Colleges *Vision for Success* measures of student success into the institution-set standards for improved clarity and use of the data. The Commission encouraged this step, and, in the 2019-2020 academic year, the state success metrics were merged with the institution-set standards (ISS3).

The objectives of the presentations during Spring 2020 on student success metrics were two-fold: (1) to ensure broad understanding of the institution-set standards and aspirational (stretch) goals, and (2) to demonstrate how to use the student success metrics as part of the process of inquiry. To achieve the first goal--ensure understanding of the institution-set standards and aspirational (stretch) goals--the PRIE Office presented the data in tables and charts. An example of one of the data tables is shown below. For each metric, the PRIE Office noted where the College's actual performance was in relation to the institution-set standard and what trends, if any, were present. The PRIE Office also described the methodology and data source and provided a concise one-page document describing the methodology and data source; this one-page document is also available on the PRIE website.

Institution Set Standards Table 1

	Actuals for 2020 ACCJC Report				Stretch Goals			
	2016-17	2017-18	2018-19		2019-20	2020-21	2021-22	2022-23
Course Completion Rates								
Institution Set Standard	72.39%	72.35%	72.38%					
Actual → Stretch	74.22%	73.26%	73.08%	→	75.00%	75.00%	75.00%	75.00%
Certificates (CO-approved)								
Institution Set Standard	60	60	39		2.0% increase each year, from 2018-19 baseline year			
Actual → Stretch	114	256	243	→	247	251	256	261
Degrees								
Institution Set Standard	378	441	468		5.5% increase each year, from 2018-19 baseline year			
Actual → Stretch	610	728	705	→	743	783	826	871
Transfer								
Institution Set Standard	312	314	356		5.0% increase each year, from 2018-19 baseline year			
Actual → Stretch	408	429	414	→	434	455	477	500

To achieve the second goal – demonstrate how to use the student success metrics as part of the process of inquiry – the PRIE Office created some "what if" scenarios as discussion points. For example, the PRIE Office asked committees to consider the following questions:

> What if course completion rates drop in Spring 2020? What might our course completion rates look like? How will this impact our institution-set standard? Can we still achieve our aspirational goal in the future?

The PRIE Office then invited committee members to engage in inquiry around these questions.

Conclusion

The College has set floors and aspirational goals for each of the identified metrics for the institution-set standards. In addition, MPC has reflected on its progress on the standards and has shared information with each of the relevant participatory governance bodies. Finally, the College has made the review of the institution-set standards an express component of measuring progress on the 2020-2025 Educational Master Plan.

Evidence

ISS1   Institutional Reporting Website

ISS2   Student Achievement Metrics, Institution-set Standards, and Stretch Goals

ISS3   Methodology for Student Achievement Metrics, etc.

ISS4   Presentation to AAAG, SSAG, and Academic Senate, Apr. 15, 2020

ISS5   2019-2020 Psychology CPR

ISS6   PRIE Committee Minutes, Mar. 2, 2020

ISS7   PRIE Committee Minutes, May 5, 2020

ISS8   AAAG Minutes, May 6, 2020

ISS9   SSAG Minutes, May 21, 2020

ISS10   Academic Senate Agenda, May 7, 2020

ISS11   PAG Agenda, Apr. 28, 2020

ISS12   2019-2020 Resource Guide to Institutional Decision Making

ISS13   Board Presentation, Nov. 29, 2017

ISS14   Board of Trustees Presentation, Apr. 24, 2019

ISS15   Board of Trustees Presentation, May 22, 2019

ISS16   Course Retention & Success Data Dashboard

ISS17   2018 BUSC APRU Action Plan

ISS18   2018-2019 RPA Rubric

ISS19   Fall 2018 Resource Prioritization Results

ISS20   Email - 2018-2019 Funded Resource Requests, Sept. 25, 2019

ISS21   2018-2019 Funded Resource Requests

ISS22   2018-2019 Unfunded Resource Requests

ISS23   2020-2025 Educational Master Plan - Evaluation of the EMP

ISS24   2019-2020 Program Review Prompts

Report on the Outcomes of the Quality Focus Essay Projects

Report on the Outcomes of the Quality Focus Projects

QFE 1: Implementation of an Enrollment Management System (EMS)

Introduction

The principal goal of Quality Focus Essay 1: Enrollment Management System is to increase the effectiveness of scheduling and enrollment management practices by providing greater access to and coordination of enrollment data (QFE1.1). The College recognized that its current Student Information System (SIS) was not adequately set up to accurately track and report enrollment data and make projections in ways that could easily inform schedule development and resource allocation (QFE1.2).

In November 2015, the College contracted with Information Technology Partners to implement their Enrollment Management System (EMS) (QFE1.3). Led by the Office of Academic Affairs, the implementation of EMS included collaboration with multiple departments including Information Systems, Student Services, Admissions and Records, and Fiscal Services (QFE1.1).

The implementation of EMS began with an analysis of existing data and reporting tools, contractual guidelines for faculty load and compensation, and college schedule-building practices (QFE1.4). As part of the implementation of EMS and integration with the College's SIS, the teams were able to address issues of data accuracy and reliability of SIS through the implementation of up-to-date workload tables, cleaner data, and updated enrollment reports (QFE1.5; QFE1.6; QFE1.7).

EMS has been fully implemented, interfaces with the College's current SIS, and is available to all College personnel to view enrollment data (QFE1.8). EMS presents data elements from SIS (e.g., enrollments, full-time equivalent students (FTES), load, productivity, cost) in a spreadsheet format, so it can be easily reviewed and analyzed at the course, discipline, department, division, and institutional levels (QFE1.9). The EMS vendor and staff from the Office of Academic Affairs have provided a variety of training sessions to faculty, staff, and administrators across the campus to help faculty, department and division chairs, deans, VPs, and others access and use EMS reports to inform decision making (QFE1.10; QFE1.11; QFE1.12; QFE1.13; QFE1.14).

EMS continues to serve as an essential tool in the College's schedule building and enrollment management processes. The Vice President of Academic Affairs, Deans of Instruction, Division Chairs, Department Chairs, and other faculty regularly use data and reports from EMS and SIS to inform schedule development and enrollment management (QFE 1.15). The Vice President of

Academic Affairs relies on data from EMS to analyze program and course performance and to introduce and facilitate dialog about full-time equivalent faculty (FTEF) allocations and FTES targets for disciplines (QFE1.16). These outcomes have strengthened the alignment between schedule building and enrollment management and the College's budget and resource allocation.

As part of the development of MPC's 2020-2025 Educational Master Plan (EMP), the College conducted an internal scan utilizing key metrics that describe student progress and throughput, enrollment patterns, and success rates (QFE1.17). The College also conducted an external scan to analyze enrollment trends and demographics in the local K-12 school districts (QFE1.18). The results of the internal and external scan informed the goals of the EMP, which include goals related to providing programs that meet the needs of our students and community as well as strengthening completion of student educational goals.

As one component of meeting the goals outlined in the EMP, the College has committed to developing and implementing a strategic enrollment management plan that aligns educational pathways, schedule development, outreach and recruitment, admissions, financial aid, educational academic and learning support, and other student services (QFE1.19). In Fall 2019, MPC created an Enrollment Management Sub-Committee to begin development of a formal strategic enrollment management plan for the College (QFE1.20). Led by the Vice President of Academic Affairs, the sub-committee included Deans of Instruction and Student Services; Division and Department Chairs; members of the Academic Affairs Advisory Group; and representatives from Student Services; Information Services; and the Office of Planning, Research, and Institutional Effectiveness (QFE1.21). The sub-committee analyzes enrollment trends based on data and reports from EMS, SIS, and other sources, 2-year program maps, and local labor market and transfer data. These data findings inform the development of specific enrollment management guidelines for FTEF allocation, FTES targets, and the development of class schedules that meet the goals and priorities outlined in the EMP (QFE1.22).

Another component to meeting the goals outlined in the EMP is to expand programs and services at the Education Center at Marina (MEC), Public Safety Training Center (PSTC) in Seaside, as well as online and for working adults and K-12 dual enrollment students (QFE1.23). Using data and reports from EMS and SIS as well as other sources, the Enrollment Management Sub-Committee analyzed enrollment trends and other data related to student needs to help inform the development of specific enrollment management plans for each area outlined above (QFE1.22). During Spring 2020, the sub-committee developed specific enrollment management guidelines as well as recommendations for allocating FTEF and other resources to establish and grow anchor programs at the MEC (QFE1.24).

QFE 1 Table 1 displays the key tasks and activities under the QFE plan, intended outcomes, completion data, and analysis of the progress of the plan through the life of the initiative.

QFE 1 Table 1

Project Objective:
Increase effectiveness of scheduling and enrollment management practices by providing greater access to and coordination of enrollment data.

Tasks and Activities	Desired Outcomes	Completion Date
1. Create algorithm tables based on historical demand for classes, contractual definitions of load, as well as on current enrollment patterns and expectations	▶ Set of functional algorithms for every type of course and apportionment method	Spring 2016; Fall 2017; and ongoing
Analysis: *Algorithm tables implemented in Spring 2016, full implementation by the end of Fall 2017 term (QFE1.25). Workload tables were also finalized during this period. Ongoing improvements have been made over subsequent academic terms to reflect faculty load changes and contractual changes (QFE1.26; QFE1.27; QFE1.28; QFE1.6).*		
2. Develop taxonomy by: • College • Division • Department • Discipline • Emphasis	▶ Comprehensive spreadsheet that includes every course identified by College, division, department, discipline, emphasis ▶ Taxonomy run against algorithm tables ▶ Identification of "outlier" courses	Taxonomy developed and finalized Spring 2016; revision Fall 2016
Analysis: *Departmental taxonomies completed and fully in place for Spring 2017 (QFE1.29; QFE1.30). Necessary modifications are continually made to the taxonomy based on departmental shifts, division adjustments, and emphasis changes (QFE1.5).*		
3. Develop taxonomy by location: • Monterey • Fort Ord • Distance Ed	▶ Comprehensive spreadsheet that includes every course identified by location ▶ Taxonomy run against algorithm tables ▶ Identification of "outlier" courses	Taxonomy developed and finalized Spring 2016; revision Fall 2016
Analysis: *Taxonomy by location fully developed; includes appropriate location codes to analyze and report location specific performance for current and future enrollment decision making and student needs (QFE1.31; QFE1.32).*		
4. Develop programming to implement algorithm tables and taxonomy	▶ Functional EMS program that allows college personnel to predict enrollments (FTES) and FTEF at any level of the College	
Analysis: *EMS programming complete; EMS system went live for pilot and testing Fall 2016 (QFE1.33).*		

Tasks and Activities	Desired Outcomes	Completion Date
5. Pilot EMS program to develop scheduling for Summer 2017, Fall 2017, and Spring 2018	▶ Data available for development of schedule for Summer 2017, Fall 2017, and Spring 2018	Fall 2016 and ongoing

Analysis: Semester scheduling and course offering adjustments are now regularly conducted (*QFE1.34*). The EMS was used by Division Chairs, Deans, and the Office of Academic Affairs to make scheduling decisions for 2017-2018, 2018-2019, and 2019-2020 academic years (*QFE1.13*). Enrollment data was used to set FTEF and FTES targets for 2018-2019, 2019-2020 (*QFE1.35*). Finally, EMS data was used to report enrollments for utilization as a scheduling tool and used in tandem with MPC budget efforts to set FTEF targets for 2019-2020 and 2020-2021 scheduling (*QFE1.22*; *QFE1.36*).

6. Train department/division chairs how to use filters, run reports, etc.	▶ All department and division chairs will demonstrate ability to use filters, run reports, etc.	Fall 2016 and ongoing

Analysis: The Office of Academic Affairs has provided training and professional development on the use of the EMS tool as well as tips, techniques and practices in scheduling practices (*QFE1.10*; *QFE1.11*; *QFE1.37*; *QFE1.12*; *QFE1.13*; *QFE1.14*). The College has also provided a reference guide for the EMS tool (*QFE1.14*). On demand support exists through the OAA via email and face-to-face interaction (*QFE1.11*). In 2019, MPC sent a team to the Enrollment Management Academy at Claremont Graduate University (*QFE1.38*).

7. Implement new scheduling practices for 2017-18 year	▶ New practices used to develop Fall 2017 schedule	Summer 2018 and ongoing

Analysis: Data from EMS has been used by Division Chairs, Deans, and the Office of Academic Affairs to make scheduling decisions since Summer 2017 (*QFE1.39*). EMS data and reports that are used to inform decisions about enrollment management and schedule development show enrollment trends at the section, course, discipline, and division levels (*QFE1.40*).

The Office of Academic Affairs establishes FTEF allocations and FTES targets using EMS data to guide schedule development and enrollment management at the Department and Division level (*QFE1.16*). MPC's schedule development process and timeline begins with deans and divisions meeting to discuss FTES targets and FTEF allocations and reviewing prior year enrollment to inform subsequent year schedules (*QFE1.15*).

8. Evaluate effectiveness of EMS implementation (and supporting processes)	▶ Analysis of what works well and what improvements could be made in order to increase effectiveness of the implementation	Fall 2017 and ongoing

Analysis: The Office of Academic Affairs continues to evaluate effectiveness of the access to, use of, and satisfaction with the EMS tool and has made improvements in the software application (see below). As part of the development of the College's strategic enrollment management plan, the sub-committee will evaluate the data and reports that are available through EMS, SIS, and other sources (*QFE1.22*).

Tasks and Activities	Desired Outcomes	Completion Date
9. Implement improvements to EMS (or supporting processes) based on results		Fall 2018 and ongoing

Analysis: MPC has used the evaluations to make formative and summative decisions about the efficacy and utility of the EMS tool (QFE1.41). Evaluation of manual data archiving processes (see above) revealed the need for development of an automated process. The Office of Academic Affairs established an archiving schedule to capture data using specific dates within the term. Updates are continually made to the EMS taxonomy based on new curriculum, departmental shifts, division adjustments, and emphasis changes (QFE1.5).

Changes to Student Achievement and Student Learning

Both Quality Focus Essay Action Projects focus on the improvement of college systems and processes to enhance the access and use of evidence by key decision makers in order to support academic affairs operations and the College's mission related to teaching and learning (QFE1.42). The College recognized the need to bolster existing data systems and processes to better provide accurate, dependable, and meaningful information to faculty and academic leaders (QFE1.42). These systemic changes provide a critical resource to the improvement of student achievement and learning.

The creation and deployment of EMS was evidence-driven and used best practices analysis to create a data and decision architecture for improved scheduling and course efficiency. The new learning and program review management system, TracDat, provides a single source to store learning evidence and a digital space to house current and historical program review evidence, reflections, and actions (QFE1.43). TracDat, in tandem with college policies, procedures, and practices will permit the College to directly relate interventions to the improvement of student learning and/or student achievement.

The College anticipates that, over time, longitudinal improvements in student success will emerge, which will stem from improved learning and success data storage and accessibility. The use of learning assessment data will require iterative study and action to identify the college practices that are associated with teaching and learning tipping points and exit student outcomes. The inclusion of these efforts, along with the review of the College's measures of progress on the goals and strategic initiatives in the 2020-2025 Educational Master Plan should provide clear markers of how effective the College is in accomplishing its mission in the context of student learning and student achievement.

As the College continues to strengthen and refine its information systems and processes, increased participation in and support for data analysis and the use of data to identify areas of needed change, development, and improvement will follow suit. In this way, QFE 1 has created

an ongoing and embedded mechanism to empower faculty and program leads to better consider student work and make necessary improvements to teaching and learning.

The College has implemented Enrollment Management System (EMS) software and, as a result, has improved access and accuracy of enrollment data in SIS, both of which serve as schedule planning tools to inform the development of class schedules that are student-centered and fiscally efficient (QFE1.32; QFE1.10; QFE1.5; QFE1.44; QFE1.38).

The Strategic Enrollment Management Sub-Committee is currently evaluating FTEF allocations and FTES goals, as well as guidance to foster program enrollment growth, stability, or reinvigoration (QFE1.22). The College's enrollment management efforts aim to improve the long term fiscal stability of the College by connecting enrollment trends to resource allocation, faculty hiring, and budget development.

Conclusion

The College has completed the Quality Focus Essay and is continuing efforts to expand and augment the plan to use data more effectively to make strategic decisions.

Evidence List

QFE1.1   2016 ISER - QFE Action Project 1 Background

QFE1.2   Progress Made in Enrollment Management - July 2015 to Aug. 2016

QFE1.3   Contract with Information Technology Partners, Nov. 3, 2015

QFE1.4   Enrollment Workgroup Meeting Minutes, Sept. 23, 2016

QFE1.5   Email - EMS Updates, Status of Work In Progress, June 14, 2018

QFE1.6   Final Load Table - Effective Spring 2020

QFE1.7   Fall 2017 EMS Enrollment Data Review

QFE1.8   Lobo Apps

QFE1.9   Spring 2020 EMS Sums Report

QFE1.10   AAAG Minutes, Aug. 15, 2016

QFE1.11   Email - EMS Training, Oct. 12, 2017

QFE1.12   Email - EMS Training, Feb. 13, 2017

QFE1.13   AAAG Minutes, Feb. 7, 2018

QFE1.14   EMS Training - Quick Reference Guide

QFE1.15   2020-2021 Schedule Development Timeline

QFE1.16   2019-2021 Enrollment Management Tracking Worksheet

QFE1.17   2020-2025 Educational Master Plan - Internal Scan Findings

QFE1.18   2020-2025 Educational Master Plan - External Scan Findings

QFE1.19   2020-2025 Educational Master Plan - Goal 2

QFE1.20   AAAG Minutes, Sept. 18, 2019

QFE1.21   Email - SEM Planning Sub-committee, Sept. 26, 2019

QFE1.22   SEM Sub-committee Agenda, Feb. 11, 2020

QFE1.23   2020-2025 Educational Master Plan - Goal 1

QFE1.24   Marina Strategic Enrollment Strategy Analysis Rubric

QFE1.25   Final Load Table - Effective Fall 2016

QFE1.26   EMS Legend Tab

QFE1.27   EMS SIS Field ID Tab

QFE1.28   Load Table Revision, Nov. 10, 2019

QFE1.29   Final EMS Taxonomy, June 10, 2016

QFE1.30   Revised EMS Taxonomy, Nov. 3, 2016

QFE1.31   EMS Location Taxonomy

QFE1.32   SEM Planning and Data, 2015-2018

QFE1.33   AAAG Minutes, Dec. 7, 2016

QFE1.34   AAAG Minutes, Sept. 31, 2016

QFE1.35   AAAG Minutes, Sept. 19, 2018

QFE1.36   AAAG Agenda, Apr. 15, 2020

QFE1.37   Progress on Recommendations to Improve Quality, Oct. 17, 2017

QFE1.38   Email - Enrollment Management Academy, May 1, 2019

QFE1.39   Email - EMS Basic Training, Feb 16, 2017

QFE1.40   Spring 2020 EMS Sections and Sums Reports

QFE1.41   Email - Follow-up to EMS meeting, May 17, 2018

QFE1.42 [2016 ISER - QFE Overview and Project Backgrounds](#)

QFE1.43 [TracDat Assessment and Program Review Module Examples](#)

QFE1.44 [SIS213 Report: Enrollment Report with FTES/FTEF](#)

QFE 2: Implementation of TracDat

Introduction

The principal goal of Quality Focus Essay 2 was for the College to improve the compilation and use of learning assessment and student achievement data in program review, integrated planning, and resource allocation by adopting and implementing a formal learning and success tracking system, Nuventive's TracDat, renamed Improve. To this end, the action projects under QFE 2 enable the College to improve its access, use, and evaluation of learning findings and achievement results by carving out a dedicated digital space for faculty and program leads to dialogue about pedagogy and methods, improve curriculum design and implementation, and allocate resources to improve teaching and learning.

The TracDat tool is designed to take two previously disparate operations at the institution, student learning outcomes (SLO) assessment and student success analysis; merge the flow of information gathered at the course, program, and institution levels; and house the student learning data in a single repository for streamlined access (*QFE2.1; QFE2.2; QFE2.3*). Finally, the broad-based tool is designed to generate on-demand and customized reports in a consistent format for use in program review, departmental and division meetings, and cross-division discussions about improving instructional and student services support (*QFE2.4*).

While the foundational work for the QFE took place during 2016 in anticipation of the last full self-evaluation, most of the work occurred after the last accreditation visit. The project itself proceeded in three phases: course SLO assessment, program SLO assessment, and program review. Evaluation of the effectiveness of each phase of implementation has taken place in the College's Planning, Research, and Institutional Effectiveness (PRIE) Committee and the Learning Assessment Committee (LAC), and results have been used to further improve the tool over time *(QFE2.5; QFE2.6; QFE2.7)*.

QFE 2 Table 1 displays the key tasks and activities under the QFE plan, intended outcomes, completion data, and analysis of the plan's progress through the life of the initiative.

QFE 2 Table 1

Project Objective:
Improve operational connections between student learning and achievement data, planning, and resource allocation processes to improve effectiveness of decision-making processes.

Tasks and Activities	Desired Outcomes	Completion Date
1. Data entry and configuration for course and program-of-study outcomes assessment	▶ Programs, courses, & SLOs entered into TracDat ▶ Course assessment interface established ▶ Program-of-study interface established	Spring 2018 and ongoing

Analysis: TracDat has been configured to support the assessment of all outcomes at the College, including course-level SLOs, program-level learning outcomes (PLOs), and service area outcomes (SAOs) for learning support services and administrative unit areas (QFE2.1; QFE2.2; QFE2.3). TracDat also includes modules to support assessment of general education outcomes (GEOs), which are the College's institutional-level learning goals. Faculty and staff can access the TracDat tool from the "Lobo Apps" landing page to promote fluid, easy access (QFE2.8). The PRIE Office monitors, maintains, and configures networks with TracDat user support professionals for improvement and expansion of the tool. The Dean of PRIE, SLO Coordinator, and PRIE Office Administrative Assistant provide day-to-day oversight for TracDat and for assessment of learning in general. All actions are in cooperation with the MPC Academic Senate.

2. Develop user training and support resources for course and program-of-study outcomes assessment tools	▶ User guide for SLO assessment ▶ User guide for PLO assessment	Fall 2017 and ongoing

Analysis: In addition to disseminating instructional guides and other assessment resources for faculty via the Outcomes Assessment page of the PRIE Office website, the Learning Assessment Committee also delivers professional development to program and departmental leads and faculty through individual and small group training events, both scheduled and on-demand (QFE2.9; QFE2.10; QFE2.11). The LAC provides hands-on workshops each semester during the professional development (Flex) days and through the College's annual Assessment and Integrated Planning Institute (QFE2.12; QFE2.13). Topics include tips and techniques to maximize TracDat utility and outcomes mapping within existing and emerging programs of study. Online support services on the College's Intranet as well as a dedicated email address for questions round out the PRIE support activities. Data from evaluations on the satisfaction with, use of, and access to the tool have been conducted and results used for improvement.

3. Launch course and program-of-study outcomes assessment tools	▶ Course and program-of-study outcomes assessment transitions into TracDat (SharePoint system retired)	Spring 2018 and ongoing

Analysis: Course and program-of-study outcomes assessment tools are in place within the TracDat platform (QFE2.1; QFE2.2). Labeled fields guide faculty through the assessment module itself. Some faculty use the Canvas class support system for outcomes assessment data collection and analysis (QFE2.14). The College utilized the services of a California Institutional Effectiveness Partnership Initiative, Partnership Resource Team, to expand program assessment and provide extensive outcomes assessment training and faculty inquiry (QFE2.15).

Tasks and Activities	Desired Outcomes	Completion Date
4. Data entry and configuration for program-of-study outcomes assessment	▶ Program outcomes entered into TracDat ▶ Program-of-study interface established	Fall 2017

Analysis: Program-of-study assessment modules are now in place in the TracDat tool, and degree and certificate program assessment results are being reported therein ([QFE2.2](#)) The College utilized the services of a California Institutional Effectiveness Partnership Initiative Partnership Resource Team to expand program assessment ([QFE2.15](#)). The funds have sent faculty to outcomes assessment conferences, participation in Leading from the Middle team events, and funding for resource allocations to support unrestricted funding for program review action plans.

Tasks and Activities	Desired Outcomes	Completion Date
5. Develop user training and support resources for program-of-study outcomes assessment	▶ User guides for course to program outcome mapping ▶ Support resources for outcome mapping (including training sessions)	Fall 2017 and ongoing

Analysis: The College utilized the services and funding ($200,000) of a California Institutional Effectiveness Partnership Initiative Partnership Resource Team to expand training opportunities for program assessment ([QFE2.15](#)). The funding has been used to participate in the RP Group's Leading From the Middle Program, which is a year-long endeavor to engage and expand the use of learning and achievement data and develop data coaching to democratize the use of evidence ([QFE2.16](#)). The funds also brought the annual California Student Learning Outcomes Symposium to the institution and the College funded 24 faculty and academic leads to attend ([QFE2.17](#); [QFE2.18](#)).

Tasks and Activities	Desired Outcomes	Completion Date
6. Data entry and configuration for Action Plans	▶ Action Plan interface established ▶ Action Plan reports established and tested	Fall 2017 and ongoing

Analysis: The PRIE Office prototyped and expanded the Annual Program Review Update/Action Plan process and has since augmented and improved it every academic year. Action plans were integrated with budget development in the 2017-2018 academic year and are now scored for prioritization using a rubric that aligns the plans with the larger College mission and goals ([QFE2.19](#); [QFE2.20](#)). In the 2018-2019 academic year, the prioritized plans were tendered to budget leads for initiative, categorical, and unrestricted funding. Plans were considered and funding of the plans continued to the extent that funds were available ([QFE2.21](#); [QFE2.22](#)). The same process was implemented for the 2019-2020 academic year.

Tasks and Activities	Desired Outcomes	Completion Date
7. Develop user training and support resources for Action Plans	▶ User guides for action plans	Fall 2017 and ongoing

Analysis: Ongoing training for program review data use has been administered by the Director of Institutional Research. Data review prompts have been developed to drive an inquiry-based approach to program review analysis ([QFE2.23](#)). On demand training for program review is delivered to faculty by the PRIE Office, including the Director of Institutional Research, and through the PRIE Committee. Flex day trainings for course and program assessment are offered at the beginning of each academic year ([QFE2.4](#)). Information is shared with the Academic Senate and Academic Affairs Advisory Group for feedback. Data dashboards provide faculty and deans with real time, on demand access to student data. The PRIE Office meets regularly with the Office of Academic Affairs through academic deans meetings and program review processes. Data from evaluations on the trainings have been collected and results used for improvement.

Tasks and Activities	Desired Outcomes	Completion Date
8. Launch Program-of-study outcomes assessment and action plan tools	▶ Program of study assessment transitions into TracDat ▶ Action Plans transition into TracDat (Word forms retired)	Fall 2017 and ongoing

Analysis: Program-of-study assessment modules are in place in the TracDat tool and degree and certificate program outcomes assessment results are being reported therein (QFE2.2). The College utilized the services of a California Institutional Effectiveness Partnership Initiative, Partnership Resource Team, to expand program assessment (QFE2.15). The PRIE Office prototyped and expanded the Annual Program Review Update/Action Plan process, and has since augmented and improved it every academic year (QFE2.6). The action plan and resource request module is in place in the TracDat tool (QFE2.7). Action plans were integrated with budget development in the 2017-2018 academic year and are now scored for prioritization using a rubric that aligns the plans with the larger College mission and goals (QFE2.24).

9. Data entry and configuration for Program Review (Comprehensive and Annual Updates)	▶ Program Review templates for Academic Affairs, Student Services, Administrative Services, President's Office established in TracDat	Fall 2018 and ongoing

Analysis: The program review templates for program overview, data review and reflection, and action plans and resource requests have been developed for all campus areas and are in place in TracDat (QFE2.5; QFE2.25; QFE2.26). They have been improved annually by the PRIE Committee. Faculty provide feedback on the use of the tools, and improvements are made between academic calendar years. The College has developed a series of prompts for program review completion, including the meaning of learning findings for larger programmatic planning. Growth and changes in programs are identified from year to year. A process evaluation instrument was developed, and data collected from the instrument is reviewed by the PRIE Committee (QFE2.27).

10. Develop user training & support resources for program review	▶ User guides for Program Review	Fall 2017 and ongoing

Analysis: The PRIE Committee and the LAC oversee professional development for program review and learning assessment. The committees deliver online and face-to-face individual and small group professional development and training for program and departmental leads, both scheduled and on demand (QFE2.28; QFE2.29). TracDat user guides provide general guidance and the PRIE Administrative Assistant provides detailed trainings throughout the program review cycle (QFE2.30). Department chairs, division chairs, and academic deans also provide training and support for program review completion and inclusion of student learning to inform planning and resource allocation requests (QFE2.31; QFE2.32).

11. Launch Program Review tools	▶ Program Review transitions into TracDat (Word templates retired)	Fall 2017 and ongoing.

Analysis: All program review tools are in place and undergo annual review to support faculty completion (QFE2.5; QFE2.25; QFE2.26). Program review is now informing resource allocations and is mapped to the goals and strategic initiatives in the College's newly adopted 2020-2025 Educational Master Plan (QFE2.33).

12. Evaluate TracDat and use results of evaluation to make improvements to process	▶ Recommendations regarding effectiveness and potential improvements to TracDat and processes it supports	Fall 2017 and ongoing

Analysis: Evaluation occurs in regular cycles as set forth in the College's adopted Integrated Planning Handbook (QFE2.34).

Changes to Student Achievement and Student Learning

This Quality Focus Essay Action Project focuses on the improvement of college systems and processes to enhance the access to and use of student learning and achievement data by key decision makers in order to support academic affairs operations and the College's mission related to teaching and learning. An information technology infrastructure is necessary to deliver timely, reliable, and useful information to faculty and academic leaders.

The TracDat system now provides a single source to store learning evidence and a digital space to house current and historical program review evidence, reflections, and actions. TracDat's learning outcomes assessment and program review management components, in tandem with College policies, procedures, and practices, will permit the College to directly relate interventions to the improvement of student learning and/or student achievement.

Conclusion

The College has completed the Quality Focus Essay and is continuing efforts to incorporate program and general education outcomes into the Guided Pathways efforts at the institution.

Evidence List

QFE2.1   Course Learning Outcomes Assessment Example

QFE2.2   Program Learning Outcomes Assessment Example

QFE2.3   Service Area Outcomes Assessment Example

QFE2.4   Spring 2020 Flex Day Schedule

QFE2.5   Academic Affairs Program Review Module

QFE2.6   2017-2018 APRU Evaluation

QFE2.7   Action Plan and Resource Request Module Example

QFE2.8   Lobo Apps

QFE2.9   Outcomes Assessment Website

QFE2.10   Email - On-demand Assessment Assistance, Aug. 17, 2017

QFE2.11   Email - Scheduled Assessment Assistance, Feb. 7, 2020

QFE2.12   Fall 2019 Flex Day Schedule

QFE2.13   LAC Assessment and Integrated Planning Institute Curriculum

QFE2.14   Fall 2019 Flex Presentation

QFE2.15   PRT Grant (Executed Copy) - Including I&EP

QFE2.16   MPC 2020 Statewide LFM Data Academy Acceptance Letter

QFE2.17   2020 SLO Symposium Website

QFE2.18   2020 SLO Symposium Program

QFE2.19   2017-2018 Action Plan Example

QFE2.20   2017-2018 RPA Rubric for 2018-2019 Budget Development

QFE2.21   2018-2019 Action Plan Example

QFE2.22   2018-2019 RPA Rubric for 2019-2020 Budget Development

QFE2.23   2019-2020 CPR Program Overview & Data Reflection Template

QFE2.24   2019-2020 RPA Rubric for 2020-2021 Budget Development

QFE2.25   Administrative Services Program Review Module

QFE2.26   Student Services Program Review Module

QFE2.27   2017-2018 APRU Action Plan Process Evaluation Survey Instrument

QFE2.28   Email - On-demand Program Review Assistance, Aug. 14, 2019

QFE2.29   Email - Scheduled Program Review Assistance, Oct. 7, 2019

QFE2.30   TracDat Program Review User Guide

QFE2.31   Email - Vice-President Program Review Support, Mar. 4, 2020

QFE2.32   Email - Division Chair and Dean Program Review Support, Mar. 3, 2020

QFE2.33   2020-2025 Educational Master Plan - Program Review

QFE2.34   Integrated Planning Handbook

Fiscal Reporting

Based on review of the 2020 Annual Fiscal Report, no areas of concern are noted ([FR1](#)). The College is meeting its fiscal goals, including multi-year budgeting, financial stability, unmet liabilities, and/or projected deficits.

Evidence List

FR1   [2020 Annual Fiscal Report](#)

Appendix A: Evidence Lists

Report Preparation

RP1   MPC 2016 ISER

RP2   ACCJC 2016 External Evaluation Report for MPC

RP3   ACCJC Action Letter, Feb. 2017

RP4   MPC Follow-up Report, Mar. 2018

RP5   ACCJC 2018 External Evaluation Follow-up Report for MPC

RP6   ACCJC Action Letter, June 2018

RP7   MPC Follow-up Report, Nov. 2018

RP8   ACCJC Action Letter, Jan. 2019

RP9   Progress on ACCJC Recommendations Screenshot

RP10   ACCJC Recommendations to Improve Quality Progress Report, Feb. 21, 2018

RP11   AAAG Agenda, Aug. 11, 2020

RP12   SSAG Agenda, Sept. 3, 2020

RP13   Academic Senate Agenda, Aug. 20, 2020

RP14   PAG Agenda, Aug. 25, 2020

RP15   Board of Trustees Meeting Agenda, Sept. 10, 2020

RP16   AAAG Agenda, Sept. 2, 2020

RP17   Academic Senate Agenda, Sept. 17, 2020

RP18   Board of Trustees Meeting Minutes, Sept. 23, 2020

Actionable Improvement Plan 1

AIP1.1   The Cycle of Assessment, Apr. 2016

AIP1.2   LAC Minutes, Sept. 23, 2019

AIP1.3   Course Assessment Progress, Fall 2019 Version

AIP1.4   LAC Agenda, Feb. 10, 2020

AIP1.5   Academic Senate Minutes, Oct. 17, 2019

AIP1.6   Academic Senate Minutes, Feb. 6, 2020

AIP1.7   Program Assessment In TracDat Examples

AIP1.8   AAAG Minutes, Apr. 5, 2017

AIP1.9   AAAG Minutes, Feb. 7, 2018

AIP1.10   Academic Senate Minutes, Feb. 1, 2018

AIP1.11   Academic Senate Minutes, Feb. 15, 2018

AIP1.12   Academic Senate Minutes, Mar. 1, 2018

AIP1.13   Assessment & Integrated Planning Institute Curriculum

AIP1.14   Assessment & Integrated Planning Institute Website

AIP1.15   Outcomes Assessment Resources

AIP1.16   Fall 2019 Flex Presentation

AIP1.17   LAC Minutes, Aug. 28, 2017

AIP1.18   Draft PLO Mapping Pilot Email Invitation

AIP1.19   Email - 1-on-1 PLO assessment, Oct. 26, 2017

AIP1.20   Email - Assistance with PLO Assessment, Feb. 12, 2018

AIP1.21   LAC Minutes, Nov. 27, 2017

AIP1.22   Email - Spring 2018: Assessment Lab Hours, Jan. 24, 2018

AIP1.23   LAC Minutes, Feb. 24, 2020

AIP1.24   Guided Pathways Steering Committee Notes, Mar. 3, 2020

AIP1.25   MPC SOAA 2019 Pillar 4

AIP1.26   Curriculum Advisory Committee

AIP1.27   CAC Minutes, Sept. 16, 2020

AIP1.28   LAC Minutes, Oct. 23, 2017

AIP1.29   LAC Minutes, Apr. 23, 2018

AIP1.30   Curriculum Advisory Committee Agenda, Sept. 11, 2019

Actionable Improvement Plan 2

AIP2.1   Spring 2017 Flex Day Schedule

AIP2.2   Course Assessment In TracDat Example

AIP2.3   Service Area Assessment In TracDat Example

AIP2.4   TracDat Report: Assessments by Semester Assessed

AIP2.5   TracDat Checks and Flags

AIP2.6   Program Assessment In TracDat Example

AIP2.7   Fall 2018 Flex Day Schedule

AIP2.8   SLO Assessment Videos

AIP2.9   SLO Assessment Text

AIP2.10   Fall 2019 Flex Day Schedule

AIP2.11   Spring 2020 Flex Day Schedule

AIP2.12   LAC Assessment & Integrated Planning Institute Curriculum

AIP2.13   Course Assessment Dashboard

AIP2.14   TracDatSupport Email on PRIE Website

AIP2.15   Dean of PRIE Job Description

AIP2.16   LAC Charge

AIP2.17   SLO Coordinator Job Description

AIP2.18   LAC Membership

AIP2.19   Academic Senate Minutes, Feb. 6, 2020

AIP2.20   [2017-2018 APRU Data Review & Reflection Form Template](#)

AIP2.21   [2019-2020 CPR Program Overview & Data Reflection Template](#)

AIP2.22   [2019-2020 RPA Rubric for the 2020-2021 Budget](#)

AIP2.23   [Integrated Planning Handbook](#)

AIP2.24   [2017-2018 RPA Rubric](#)

AIP2.25   [2017-2018 RPA Rubric Prototyping Timeline](#)

AIP2.26   [2018-2019 APRU Timeline](#)

AIP2.27   [2017-2018 APRU Evaluation Presentation](#)

AIP2.28   [2018-2019 RPA Rubric](#)

AIP2.29   [2018-2019 Action Plan Example](#)

AIP2.30   [Fall 2018 Resource Prioritization Results - Dec. 19, 2018](#)

AIP2.31   [PRIE Committee Minutes, Feb. 4, 2019](#)

AIP2.32   [2018-2019 Resource Requests, Funded](#)

AIP2.33   [2020-2021 Tentative Budget](#)

AIP2.34   [Email - 2018-2019 Resource Request Funding Decisions](#)

AIP2.35   [2018-2019 Resource Requests, Not Funded](#)

AIP2.36   [Email - Program Review Action Plan Form, Apr. 24, 2020](#)

AIP2.37   [2019-2020 Action Plan](#)

AIP2.38   [Surveys Developed In Response to COVID-19](#)

[Actionable Improvement Plan 3](#)

AIP3.1   [Progress on Recommendations to Improve, Oct. 17, 2017](#)

AIP3.2   [Fall 2017 EMS Enrollment Review](#)

AIP3.3   [Career and Academic Pathways, Apr. 2020](#)

AIP3.4   [Psychology Program Map](#)

AIP3.5   Real Estate Program Map

AIP3.6   Marina Strategic Enrollment Strategy Analysis Rubric

AIP3.7   SEM Sub-committee Agenda, Feb. 11, 2020

AIP3.8   Research Questions - Inquiries to Support EMP

AIP3.9   MEC Survey Results - 6 Pathways

AIP3.10   Draft Marina Course Sequencing

AIP3.11   MEC Survey Results - Pathways Pages

AIP3.12   Marina Course Sequencing

Actionable Improvement Plan 4

AIP4.1   CSU GE Breadth

AIP4.2   IGETC

AIP4.3   GP Project Work Plan Presentation, Mar. 28, 2018

AIP4.4   GP Instructional Practices Work Team Charge, Goals, and Outcomes

AIP4.5   GP Steering Committee and Work Teams 2019-2020 - LAC

AIP4.6   LAC Minutes, Oct. 14, 2019

AIP4.7   GP Steering Committee Notes, Mar. 3, 2020

Actionable Improvement Plan 5

AIP5.1   2016 ISER - AIP: Staffing Plan

AIP5.2   AIP Progress Assessment, Fall 2018

AIP5.3   PAG Minutes, Mar. 28, 2017

AIP5.4   Adjunct Hiring Concept Components

AIP5.5   Online Instructional Design and Accessibility Specialist Job Description

AIP5.6   2019-2022 MPC EEO Plan

AIP5.7   Email - MPC Diversity & Implicit Bias Training, Feb. 20, 2020

AIP5.8   Administrative Procedure 7121

Actionable Improvement Plan 6

AIP6.1   2020-2021 Tentative Budget - 5-Year Forecast

AIP6.2   2020-2021 Tentative Budget

AIP6.3   Budget Committee Minutes, June 10, 2020

AIP6.4   PAG Minutes, June 9, 2020

AIP6.5   6/24/20 Board Meeting, Agenda - New Business Item A

AIP6.6   6/24/20 Board Meeting, Minutes - New Business Item A

AIP6.7   1/29/20 Board Meeting, Agenda - New Business Item L

AIP6.8   1/29/20 Board Meeting, Minutes - New Business Item L

AIP6.9   2020-2025 Educational Master Plan

AIP6.10   2020-2025 Facilities & Technology Master Plan - May 2020 Draft

AIP6.11   Facilities Committee Agendas Website

AIP6.12   Email - SEM Sub-Committee, Sept. 26, 2019

AIP6.13   SEM Sub-Committee Agenda, Feb. 11, 2020

Actionable Improvement Plan 7

AIP7.1   2016/17-2018/19 Statewide Unrestricted General Fund

AIP7.2   2020-2021 MPC Tentative Budget - 5-Year Historical

AIP7.3   2020-2021 MPC Budget Calendar

AIP7.4   RPA flowchart, Nov 29, 2018

AIP7.5   Board Meeting Minutes - New Business Item A, June 24, 2020

AIP7.6   [Email - Public Forum, 2020-2021 Budget, May 20, 2020](#)

AIP7.7   [2020-2021 MPC Tentative Budget - 5-Year Forecast](#)

AIP7.8   [Board Policy 6210: General Fund Reserve](#)

AIP7.9   [Board Policy 6200: Budget Preparation](#)

AIP7.10   [2020-2021 MPC Tentative Budget](#)

Actionable Improvement Plan 8

AIP8.1   [CBT Institutional Review](#)

AIP8.2   [CBT Institutional Review - The Situation](#)

AIP8.3   [CBT Institutional Review - Policies, Processes, and Procedures](#)

AIP8.4   [College Council (PAG) Minutes, Oct. 25, 2016](#)

AIP8.5   [Resource Guide to Institutional Decision Making](#)

AIP8.6   [Integrated Planning Handbook](#)

AIP8.7   [Academic Senate Minutes, Sept 19. 2019](#)

AIP8.8   [Resource Guide for Institutional Decision Making, Governance and Operational Tasks](#)

AIP8.9   [Resource Guide for Institutional Decision Making, Roles](#)

AIP8.10   [Resource Guide for Institutional Decision Making, Update Schedule](#)

AIP8.11   [Academic Senate Agenda, Aug 20, 2020](#)

AIP8.12   [PAG Agenda, Aug 25, 2020](#)

AIP8.13   [PAG Minutes, Oct. 25, 2016](#)

AIP8.14   [Board of Trustees Minutes - New Business Item J, Nov. 16, 2016](#)

AIP8.15   [Integrated Planning Model](#)

AIP8.16   [IPH - Educational Master Plan](#)

AIP8.17   [Board of Trustees Minutes - New Business Item A, Sept. 26, 2018](#)

Recommendation 6

R6.1   [MPC's Cycle of Assessment, Adopted Fall 2016](#)

R6.2   2016 ISER - Standard II.A.3

R6.3   LAC's Cycle of Assessment Presentation, Fall 2016 Flex

R6.4   Academic Senate Minutes, Oct. 20, 2016

R6.5   Academic Senate Minutes, Feb. 6, 2020

R6.6   Template and Sample Emails to Division Chairs, Aug. 2016

R6.7   Sample Course Assessment Plan, BUSI

R6.8   Sample Course Assessment Plan, ENSL

R6.9   Sample Course Assessment Plan, NURS

R6.10   Assessment Cycles In TracDat

R6.11   Email - Fall 2018 Assessment Reminder, Nov. 27, 2018

R6.12   Email - Spring 2019 Assessment Reminder, Jan. 22, 2019

R6.13   Email - Fall 2019 Assessment Reminder, Sept. 4, 2019

R6.14   TracDat Flag Settings

R6.15   TracDat Flags - GWOS

R6.16   Program Overview and Data Reflection Template

R6.17   SLO to PLO Mapping Instructions

R6.18   Mapping Roll-up Report Example - MATH

R6.19   LAC Minutes, Sept. 11, 2017

R6.20   PLO Mapping Workshop Presentation

R6.21   Example Invitation Email: PLO Mapping Workshop

R6.22   Mapping Workshop Attendee List

R6.23   Fall 2016 Flex Workshop Schedule

R6.24   Spring 2017 Flex Workshop Schedule

R6.25   Fall 2017 Flex Workshop Schedule

R6.26   TracDat Training Attendance, 2016-2017

R6.27   Email - Invitation to Attend TracDat Pilot, Nov. 7, 2016

R6.28   LAC minutes, Nov. 28, 2016

R6.29   TracDat Course Assessment Instructions - Text

R6.30   TracDat Course Assessment Instructions - Video

R6.31   Outcomes Assessment Website

R6.32   Assessing Multi-Section Courses

R6.33   AAAG Minutes, Apr. 5, 2017

R6.34   Academic Senate Minutes, Mar. 2, 2017

R6.35   Fall 2018 Flex Day Schedule

R6.36   Fall 2019 Flex Day Schedule

R6.37   Spring 2020 Flex Day Schedule

R6.38   Email - PLO Assessment Presentation, Feb. 13, 2018

R6.39   Email - Natural Sciences PLO, Feb. 13, 2018

R6.40   Email - LAC Friday Lab Hours, Jan. 24, 2018

R6.41   Email - ENSL Workshop with the LAC, Feb. 27, 2019

R6.42   Email - SLO Symposium, Jan. 27, 2020

R6.43   2020 SLO Symposium Program

R6.44   Course Assessment Dashboard

R6.45   Program Assessment Implementation Plan - Strategy 4

Recommendation 7

R7.1   2016 External Evaluation Report - Standard II.A

R7.2   CBT Enrollment Management Workgroup Report - Apr. 29, 2016

R7.3   2016 ISER - Standard II.A.6 Evaluation and QFE 1 Background

R7.4   Contract with Information Technology Partners, Nov. 3, 2015

R7.5   Board Meeting Minutes, Nov. 18, 2015

R7.6   Enrollment Management Workgroup Minutes, Sept. 23, 2016

R7.7   Progress on Recommendations to Improve, Oct. 17, 2017

R7.8   Lobo Apps

R7.9   Final Load Table - Effective Spring 2020

R7.10   EMS Location Taxonomy

R7.11   2019-2021 Enrollment Management Tracking Worksheet

R7.12   2020-2021 MPC Schedule Development Timeline, Revised

R7.13   OAA Enrollment Management Retreat Agenda, June 25, 2019

R7.14   Email - Enrollment Achieved in 2017-18, May 8, 2018

R7.15   Fall 2017 EMS Enrollment Review

R7.16   Fall 2020 Marina Course Schedule

R7.17   SEM Sub-committee Agenda, Feb. 11, 2020

R7.18   Email - EMS Training, Feb. 13, 2017

R7.19   Email - EMS Training, Oct. 12, 2017

R7.20   AAAG Minutes, Feb. 7, 2018

R7.21   EMS Training - Quick Reference Guide

R7.22   Email - SEM Planning Sub-committee, Sept. 26, 2019

R7.23   Email - 2019 Enrollment Management Academy, May 1, 2019

R7.24   Board Meeting Minutes - New Business Item L, Jan. 29, 2020

R7.25   2020-2025 Educational Master Plan

R7.26   2020-2025 Educational Master Plan - Goal 2

Recommendation 10

R10.1   2020-2025 Educational Master Plan - Goal 1 Strategic Initiatives

R10.2   2016 External Evaluation Report - Standard II.C

R10.3   Board of Trustees Minutes - New Business Item W, Jan. 25, 2017

R10.4   Board of Trustees Minutes - New Business Item T, June 29, 2017

R10.5   Board of Trustees Agenda - New Business Item W, Jan. 25, 2017

R10.6   Unit Office Manager - MEC Job Description

R10.7   Categorical Services Coordinator Job Description

R10.8   Administrative Assistant II Job Description

R10.9   Student Services Cross Training

R10.10   MEC Resources Flyer

R10.11   MEC Calendar of Events, Oct. 2019

R10.12   ESL Coordinator Flyer

R10.13   ENSL Schedule Building Workshops Flyer

R10.14   ENSL Student Success Registration Flyer

R10.15   ENSL Assessments Calendar

R10.16   Counseling and Academic Advising

R10.17   MEC Financial Aid Services Flyer

R10.18   MEC Calendar of Events, June 2017

R10.19   MEC Services

R10.20   Wellness Central

R10.21   MPC CampusWell Announcement

R10.22   MPC CampusWell Website

R10.23   Student Health Services Website

R10.24   Marina Food Share Drive Up Flyer

R10.25   MEC Social Activities Flyers

R10.26   Week of Welcome

R10.27   Student Services in Marina

R10.28   MEC Student Services Email to Professors Template

R10.29   MEC Instagram

R10.30   2020-2025 Educational Master Plan

Recommendation 11

R11.1   Email - Education Plan, Aug 14, 2020

R11.2   SIS801 Education Plans - Redacted

R11.3 Template SEA Email Re: Comprehensive Education Plans

R11.4 Template Counseling Department Email

R11.5 Counseling Classroom Presentations Outline and Resources

R11.6 Counseling Visits Tracking - English 1A - Spring 2019

R11.7 2020-2025 Educational Master Plan

R11.8 2020-2025 Educational Master Plan - Goal 2 Strategic Initiatives

R11.9 College and Career Guidance Student Survey

R11.10 Major and Career Exploration and Selection Staff and Faculty Survey

R11.11 External Site Visit Questions

Recommendation 12

R12.1 External Evaluation Report III.A.3

R12.2 Recommendation to Improve Quality 12

R12.3 PAG Agenda, Dec. 12, 2017

R12.4 PAG Minutes, Dec. 12, 2017

R12.5 BP 2431 - Superintendent/President Selection

R12.6 PAG Agenda, Nov. 13, 2018

R12.7 PAG Minutes, Nov. 13, 2018

R12.8 PAG Minutes, Nov. 27, 2018

R12.9 Board of Trustees Agenda - New Business Item V, Nov. 28, 2018

R12.10 Board of Trustees Minutes - New Business Item H, May 25, 2016

R12.11 Board of Trustees Minutes - New Business Item I, June 24, 2020

R12.12 BP 7120 - Recruitment and Hiring

R12.13 Board Policies Revised and Posted in 2020

R12.14 Board Policies with CCLC Legal Updates, May 14, 2020

R12.15 AP 7121 - Recruitment and Hiring: Administrators and Managers

R12.16 California Code of Regulations - Title V, Section 53420

R12.16   [2019-2022 EEO Plan](#)

Student Learning Outcomes

SLO1   [Dean of PRIE Job Description](#)

SLO2   [PRIE Committee Charge](#)

SLO3   [LAC Charge](#)

SLO4   [CAC Membership](#)

SLO5   [Administrative Assistant III Job Description](#)

SLO6   [2020 SLO Symposium Program](#)

SLO7   [Example TracDat Assessment Summary](#)

SLO8   [Example TracDat Program Review Summary](#)

SLO9   [Monterey Campus Map - PRIE Office Highlighted](#)

SLO10   [Email - PRIE Office Is Moving, Jan 24, 2020](#)

SLO11   [PRIE Office Floorplan](#)

SLO12   [GP Steering Committee Notes, Mar. 3, 2020](#)

SLO13   [PRT Grant (Executed Copy) - Including I&EP](#)

SLO14   [2019-2020 PRT Expenditures](#)

SLO15   [LAC Agenda, Mar. 9, 2020](#)

SLO16   [NURS SLO and PLO Assessment](#)

SLO17   [Maurine Church Coburn School of Nursing Accreditation Statement](#)

SLO18   [Career and Academic Pathways, Apr. 2020](#)

SLO19   [2019-2020 CPR Program Overview and Data Reflection Template](#)

SLO20   [Pedagogical Improvements](#)

Institution-Set Standards

ISS1   [Institutional Reporting Website](#)

ISS2   [Student Achievement Metrics, Institution-set Standards, and Stretch Goals](#)

ISS3   Methodology for Student Achievement Metrics, etc.

ISS4   Presentation to AAAG, SSAG, and Academic Senate, Apr. 15, 2020

ISS5   2019-2020 Psychology CPR

ISS6   PRIE Committee Minutes, Mar. 2, 2020

ISS7   PRIE Committee Minutes, May 5, 2020

ISS8   AAAG Minutes, May 6, 2020

ISS9   SSAG Minutes, May 21, 2020

ISS10   Academic Senate Agenda, May 7, 2020

ISS11   PAG Agenda, Apr. 28, 2020

ISS12   2019-2020 Resource Guide to Institutional Decision Making

ISS13   Board Presentation, Nov. 29, 2017

ISS14   Board of Trustees Presentation, Apr. 24, 2019

ISS15   Board of Trustees Presentation, May 22, 2019

ISS16   Course Retention & Success Data Dashboard

ISS17   2018 BUSC APRU Action Plan

ISS18   2018-2019 RPA Rubric

ISS19   Fall 2018 Resource Prioritization Results

ISS20   Email - 2018-2019 Funded Resource Requests, Sept. 25, 2019

ISS21   2018-2019 Funded Resource Requests

ISS22   2018-2019 Unfunded Resource Requests

ISS23   2020-2025 Educational Master Plan - Evaluation of the EMP

ISS24   2019-2020 Program Review Prompts

Quality Focus Essay Action Project 1

QFE1.1   2016 ISER - QFE Action Project 1 Background

QFE1.2   Progress Made in Enrollment Management - July 2015 to Aug. 2016

QFE1.3   Contract with Information Technology Partners, Nov. 3, 2015

QFE1.4   Enrollment Workgroup Meeting Minutes, Sept. 23, 2016

QFE1.5   Email - EMS Updates, Status of Work In Progress, June 14, 2018

QFE1.6   Final Load Table - Effective Spring 2020

QFE1.7   Fall 2017 EMS Enrollment Data Review

QFE1.8   Lobo Apps

QFE1.9   Spring 2020 EMS Sums Report

QFE1.10   AAAG Minutes, Aug. 15, 2016

QFE1.11   Email - EMS Training, Oct. 12, 2017

QFE1.12   Email - EMS Training, Feb. 13, 2017

QFE1.13   AAAG Minutes, Feb. 7, 2018

QFE1.14   EMS Training - Quick Reference Guide

QFE1.15   2020-2021 Schedule Development Timeline

QFE1.16   2019-2021 Enrollment Management Tracking Worksheet

QFE1.17   2020-2025 Educational Master Plan - Internal Scan Findings

QFE1.18   2020-2025 Educational Master Plan - External Scan Findings

QFE1.19   2020-2025 Educational Master Plan - Goal 2

QFE1.20   AAAG Minutes, Sept. 18, 2019

QFE1.21   Email - SEM Planning Sub-committee, Sept. 26, 2019

QFE1.22   SEM Sub-committee Agenda, Feb. 11, 2020

QFE1.23   2020-2025 Educational Master Plan - Goal 1

QFE1.24   Marina Strategic Enrollment Strategy Analysis Rubric

QFE1.25   Final Load Table - Effective Fall 2016

QFE1.26   EMS Legend Tab

QFE1.27   EMS SIS Field ID Tab

QFE1.28   Load Table Revision, Nov. 10, 2019

QFE1.29   Final EMS Taxonomy, June 10, 2016

QFE1.30   Revised EMS Taxonomy, Nov. 3, 2016

QFE1.31   EMS Location Taxonomy

QFE1.32   SEM Planning and Data, 2015-2018

QFE1.33   AAAG Minutes, Dec. 7, 2016

QFE1.34   AAAG Minutes, Sept. 31, 2016

QFE1.35   AAAG Minutes, Sept. 19, 2018

QFE1.36   AAAG Agenda, Apr. 15, 2020

QFE1.37   Progress on Recommendations to Improve Quality, Oct. 17, 2017

QFE1.38   Email - Enrollment Management Academy, May 1, 2019

QFE1.39   Email - EMS Basic Training, Feb 16, 2017

QFE1.40   Spring 2020 EMS Sections and Sums Reports

QFE1.41   Email - Follow-up to EMS meeting, May 17, 2018

QFE1.42   2016 ISER - QFE Overview and Project Backgrounds

QFE1.43   TracDat Assessment and Program Review Module Examples

QFE1.44   SIS213 Report: Enrollment Report with FTES/FTEF

Quality Focus Essay Action Project 2

QFE2.1   Course Learning Outcomes Assessment Example

QFE2.2   Program Learning Outcomes Assessment Example

QFE2.3   Service Area Outcomes Assessment Example

QFE2.4   Spring 2020 Flex Day Schedule

QFE2.5   Academic Affairs Program Review Module

QFE2.6   2017-2018 APRU Evaluation

QFE2.7   Action Plan and Resource Request Module Example

QFE2.8   Lobo Apps

QFE2.9   Outcomes Assessment Website

QFE2.10   Email - On-demand Assessment Assistance, Aug. 17, 2017

QFE2.11   Email - Scheduled Assessment Assistance, Feb. 7, 2020

QFE2.12   Fall 2019 Flex Day Schedule

QFE2.13   LAC Assessment and Integrated Planning Institute Curriculum

QFE2.14   Fall 2019 Flex Presentation

QFE2.15   PRT Grant (Executed Copy) - Including I&EP

QFE2.16   MPC 2020 Statewide LFM Data Academy Acceptance Letter

QFE2.17   2020 SLO Symposium Website

QFE2.18   2020 SLO Symposium Program

QFE2.19   2017-2018 Action Plan Example

QFE2.20   2017-2018 RPA Rubric for 2018-2019 Budget Development

QFE2.21   2018-2019 Action Plan Example

QFE2.22   2018-2019 RPA Rubric for 2019-2020 Budget Development

QFE2.23   2019-2020 CPR Program Overview & Data Reflection Template

QFE2.24   2019-2020 RPA Rubric for 2020-2021 Budget Development

QFE2.25   Administrative Services Program Review Module

QFE2.26   Student Services Program Review Module

QFE2.27   2017-2018 APRU Action Plan Process Evaluation Survey Instrument

QFE2.28   Email - On-demand Program Review Assistance, Aug. 14, 2019

QFE2.29   Email - Scheduled Program Review Assistance, Oct. 7, 2019

QFE2.30   TracDat Program Review User Guide

QFE2.31   Email - Vice-President Program Review Support, Mar. 4, 2020

QFE2.32   Email - Division Chair and Dean Program Review Support, Mar. 3, 2020

QFE2.33   2020-2025 Educational Master Plan - Program Review

QFE2.34   Integrated Planning Handbook

Fiscal Reporting

FR1   2020 Annual Fiscal Report