

**Monterey Peninsula College
Institutional Self Study Report
Standard IB: Improving Institutional Effectiveness**

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Introduction

STANDARD IB.

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Description:

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The purpose of this introductory section is to provide an overview of Monterey Peninsula College's planning and resource allocation process, its shared governance structure, its program review processes, and its burgeoning SLO processes in one place. Many of the standards refer to different aspects of these processes, but not necessarily to the processes as a whole unit. For the convenience of reviewers, we present this overview as a reference for all of Standard 1B and the entire self study.

Monterey Peninsula College has processes in place for planning and resource allocation and program review, and follows them systematically. In addition, MPC is aggressively becoming proficient in using student learning outcomes to assess student learning and use the results to make improvements. These processes are the fundamental basis for our meeting the standards that refer to institutional effectiveness: planning and resource allocation, program review, and student learning outcomes.

I. The Planning and Resource Allocation Process

The Structure of Shared Governance Committees for Planning and Resource Allocation Purposes

For the purposes of planning and the allocation of resources, MPC has a hierarchical structure in which ideas, goals, resource allocation requests, and action plans are passed upward toward the College Council (Fig 1). The College Council is the single group, with representation from all college constituents, which makes recommendations to the Superintendent/President for presentation to the Board of Trustees for resource allocation

and approval of institutional goals and objectives. In the sections that follow, each of these bodies is described.

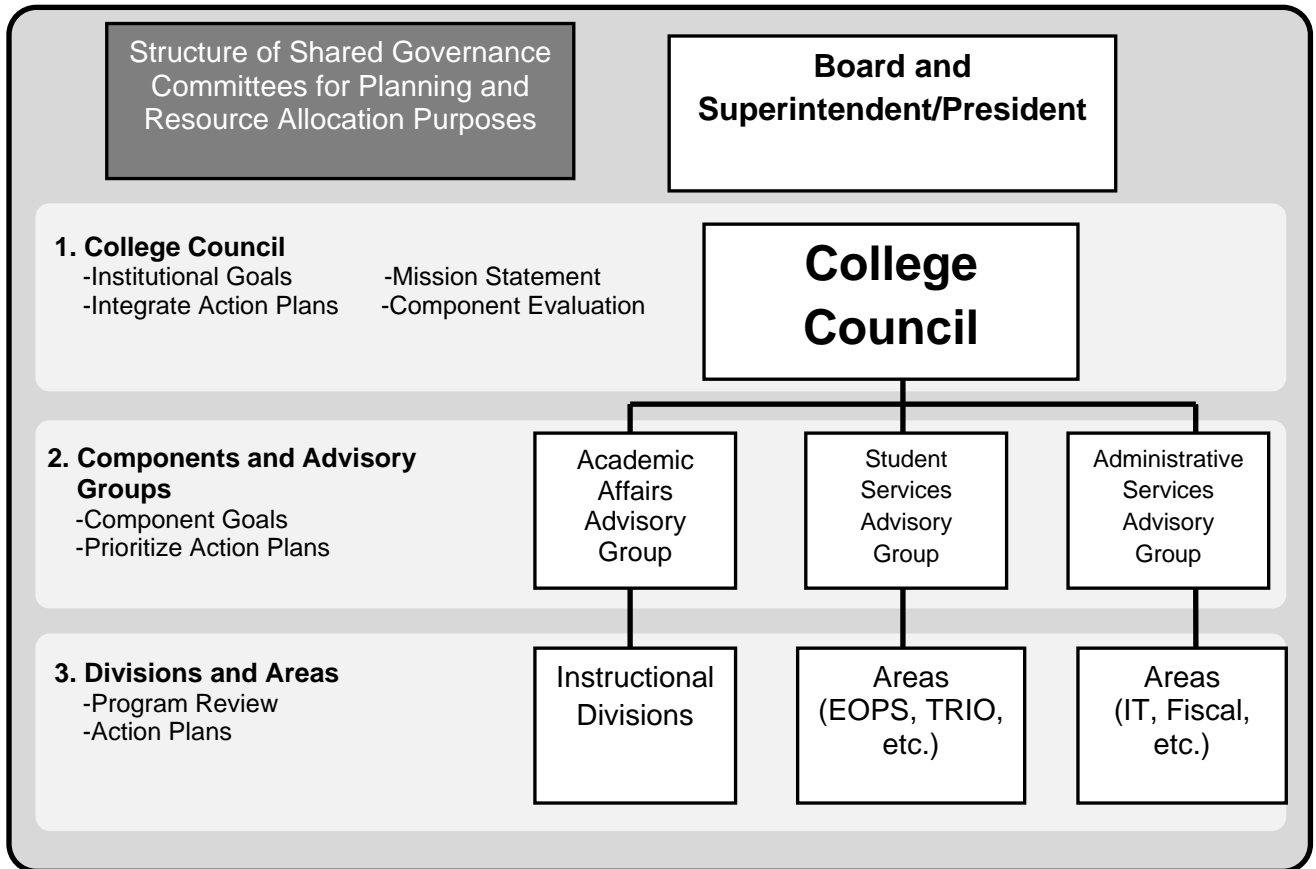


Figure 1B.1. MPC shared governance committees are carefully structured to facilitate planning and resource allocation decisions.

1. College Council. The College Council is the principle shared governance committee that recommends resource allocation and policy decisions to the Superintendent/President for presentation to the Board of Trustees. Voting members of the College Council include seven faculty members, four classified, two management, and three vice presidents [IB.1]. The Superintendent/President is an ex-officio, non-voting member. This broad representation ensures that the recommendations made by the College Council have the broad support of all college constituencies. During the planning and resource allocation process, the College Council receives a single list of prioritized action items from the three vice presidents, as well as information from the Budget Committee detailing the available funds. The College Council uses all of this information to make resource allocation recommendations to the Superintendent/President.

The College Council also reviews program reviews from instructional divisions and service program areas, as well as component goals from the three vice presidents as endorsed by their respective advisory groups. The College Council utilizes all of this information in making recommendations to the Superintendent/ President. Later in the year, the College Council examines the attainment of component goals as a systematic part of the planning and resource allocation process. The results are used as a lead-in to the next planning cycle [IB.2].

In addition to making the penultimate resource allocation decisions, the College Council is responsible for reviewing and potentially revising the mission statement, as well as developing institutional goals every three years. The College Council also makes final recommendations to the Superintendent/President on matters of Board policy, after they have been discussed by all of the other pertinent shared governance committees [IB.1].

- 2. The Components and Their Advisory Groups.** Monterey Peninsula College is organized into three components: Academic Affairs, Student Services, and Administrative Services. Each of these components is led by a vice president who receives recommendations from an advisory group: Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG). The advisory groups are primarily comprised of division chairs or representatives of each of the areas within the component. One or two representatives from outside the component are active members of AAAG, SSAG, and ASAG. For the planning and resource allocation process, each of the advisory groups prioritizes action plans, or resource allocation requests, from all of the instructional divisions or areas within their component. The vice presidents then bring each of their prioritized action plans forward to integrate them into a single prioritized list for presentation to the College Council. Each year, the advisory groups also provide input for the development of component goals to be presented at College Council.

Both the prioritization of action plans and the development of component goals are informed by program reviews or annual updates from each of the component's instructional divisions or areas. The advisory groups are the primary committees where the program reviews are presented, critiqued, and discussed by colleagues within the same division or area. As a result of this dialogue, each member of the advisory groups attains a greater understanding of the challenges facing each of the divisions or areas as well as their efforts to overcome the obstacles and their goals to improve the quality of their offerings or services.

- 3. Divisions and Areas.** Divisions in Academic Affairs and operational areas in Student Services and Administrative Services are the fundamental operational units and cost centers of the college. In Academic Affairs, the primary task of each division is instruction. Each division has a faculty chair that represents the division on the Academic Affairs Advisory Group. The divisions are organized around the traditional disciplines of college instruction.

Academic Affairs Divisions		
Creative Arts	Life Sciences	Library
Humanities	Physical Sciences	School of Nursing
Physical Education	Social Sciences	Business and Technology

In Student Services and Administrative Services, the departments or areas are a diverse set of programs and services that serve students or the college in a variety of ways. Each of the areas is represented on the Student Services or Administrative Services Advisory Group, as appropriate.

Administrative Services Departments			
Security and Evening	Campus Operations	Plant Services	Information Technology
Human Resources		Fiscal Services	

Student Services Areas		
Academic Support	Counseling	Matriculation
Admissions and Records	Equal Opportunity Program and	Health Services
Articulation	Services	Supportive Services
Child Development Center	International Student Programs	TRIO Programs
Financial Aid	Career/Transfer Resource Center	

Each of these divisions, departments, or areas engages in a program review process to evaluate the quality and effectiveness of their program and/or service in order to set planning goals and make resource allocation requests to meet those goals. It is through the program review framework that the MPC planning and resource allocation process casts a wide net and enables all constituencies of MPC to request funding. Assessments of program quality and effectiveness travel from the divisions and areas, through the component groups, to the College Council to inform resource allocation decisions. Information about college decisions and implementation of college processes travel from the Council and/or the advisory groups to the divisions and areas and then to individual faculty and staff.

The Planning and Resource Allocation Process

The planning and resource allocation process [IB.2] is the principle institutional planning structure at MPC. It integrates the development of the institutional mission and goals with the submittal of program reviews and action plans from individual divisions and areas. It prioritizes potential expenditures, integrates budget constraints, allocates resources, and provides authorization for implementing plans. Finally, the planning and resource allocation process systematically evaluates effectiveness and emphasizes accountability by evaluating the attainment of goals in each of the components of the college (Fig 2).

Prompted by a change in leadership, the planning and resource allocation process was developed during the 2006-2007 academic year by a subcommittee of the College Council that included the chair of the College Council, the faculty union President, the

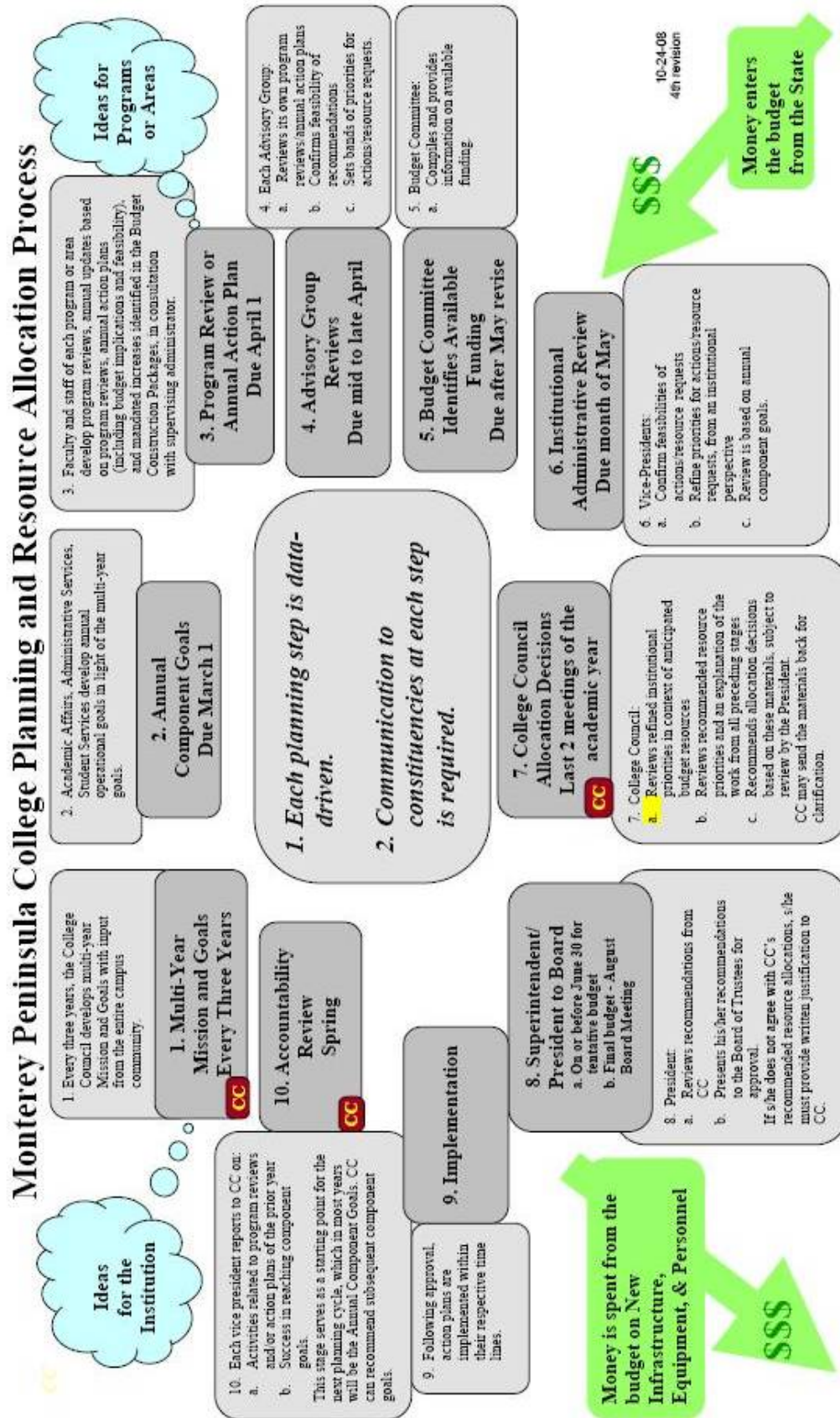
Academic Senate President, and the (then new) Superintendent/President of the college. The plan was widely discussed in various shared governance committees [IB.3], and was adopted by the College Council in spring 2007 [IB.4]. The planning and resource allocation process has undergone minor revisions since that time, most recently in March 2008, and again in fall 2008 [IB.5], as MPC engages in a continuous quality improvement model and strives to perfect the process.

The individual steps that comprise the planning and resource allocation process are detailed in the following paragraphs and on the accompanying diagram (Fig 2).

- 1. Multi-Year Mission and Institutional Goals.** Every three years, MPC's mission statement and institutional goals are systematically reviewed and potentially revised. This is the step where dialogue about big, broad-based ideas for the institution occurs. The College Council is responsible for shepherding this dialogue through the shared governance structure and shaping it into a set of goals and objectives that can be reviewed to assess progress. The current mission statement [IB.6] and institutional goals [IB.7] were revised by the College Council for the first time using the planning and resource allocation process during the 2007-2008 academic year [IB.8, 9]. A series of measurable objectives or activities are included with each institutional goal.
- 2. Annual Component Goals.** Each of the vice presidents presents annual goals for their component areas—Academic Affairs, Student Services, and Administrative Services—to the College Council [IB.10-12]. These goals, which have been vetted by faculty and staff in the respective advisory groups, serve several important functions. First, they inform the College Council as it makes decisions about resource allocation. Second, they form the basis for yearly planning within each of the components. Third, they support the institutional goals. Finally, they comprise part of the criteria against which progress is measured each year during the accountability review of each component.
- 3. Program Reviews and Action Plans.** Program reviews, their annual updates, and action plans are the primary goal setting and planning structure for divisions and areas of the college [IB.13]. Whereas the details of the program review processes are explained elsewhere, the emphasis here is how they are integrated into the larger institutional planning process. The issues and goals set forth in the program reviews and their annual updates form the basis for the action plans, which, in turn, are the strategic activities designed to address those issues and achieve those goals. Summaries of the program review findings are shared first with the advisory groups, then with the College Council, and finally with the Board of Trustees. The College Council is informed by these program review and annual update summaries so that it can more effectively make decisions regarding planning and the allocation of resources. The process of sharing the program review summaries creates dialogue and communication about issues, problems, and successes experienced by diverse constituencies within the college. Action plans submitted by the divisions and areas explicitly support MPC's institutional goals.

- 4. Advisory Group Review of Program Review and Action Plans.** Each of the three advisory groups—AAAG, SSAG, and ASAG—reviews the program reviews, the annual updates, and the action plans from each of the divisions or areas within their component. Through dialogue on an annual basis, each of the groups sets bands of priorities of the resource allocation requests it has received. Although this often occurs before a final budget has been passed by the state of California, preliminary knowledge about the budget is used to estimate feasibility of the requests. In practice, the highest priority requests from each division are grouped together and recommended for funding.
- 5. Budget Committee Identifies Available Funding.** The Budget Committee analyzes the budget and determines the availability of funds to grant new resource allocation requests after salaries, benefits, on-going line items, and mandated increases have been identified and accounted for [IB.14]. The Budget Committee's sole responsibility in the planning and resource allocation process is the identification of available funds.
- 6. Institutional Administrative Review.** The three vice presidents integrate the prioritized resource allocation requests from each of the three components into a single prioritized list. As guides to ensure an institutional perspective, they use the three component goals previously presented to College Council as well as available budgetary information. Using this information, they confirm the feasibility of individual requests and judge the relative merit of the requests in enabling MPC to meet its institutional and component goals.
- 7. College Council Allocation Recommendations.** Based on recommendations from the vice presidents and input on the availability of funds from the Budget Committee, the College Council makes the final recommendation to the Superintendent/President concerning the allocation of resources [IB.15]. In so acting, the College Council acts as the broad-based group that endorses resource allocation plans from an institutional perspective with input from all constituencies. The College Council is responsible for promoting the institutional dialogue that vets these decisions and communicating its recommendations to the college.
- 8. Superintendent/President Presents Recommendations to the Board of Trustees.** The Superintendent/President reviews the College Council recommendations and then forwards them to the Board of Trustees. If the Superintendent/President does not agree with the College Council recommendations and presents a different set of recommendations to the Board of Trustees, she/he must provide written justification to the College Council. The Superintendent/President is not a voting member of the College Council, nor is she/he a part of the initial vice president prioritization of requests. The Board of Trustees makes the final approval of all resource allocations.

Figure 2. The Planning and Resource Allocation Process. For a larger version, see: <http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf>



9. Implementation. Following approval by the Board of Trustees, areas action plans are implemented by the appropriate divisions or areas.

10. Accountability Review. Each vice president presents a mid-year report to the College Council about the attainment of component goals and program review goals within their component [IB.16]. This evaluation of how well each component attained their stated goals sets the stage for the next phase of the process: reinitiating the process for the next academic year.

Evaluation – Standard IB: MPC meets the standard.

Monterey Peninsula College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. Step 10 of the planning and resource allocation process (Fig. 2) is an accountability review of the degree to which each of the component areas has attained its annual goals. Step 2 requires that every three years MPC review its mission and institutional goals. In this way, systematic evaluation is built into the planning process. In addition, MPC has continuously reviewed and revised the planning and resource allocation process itself.

Dialogue about institutional effectiveness is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. The process is data driven and requires dialogue at several shared governance committees throughout the institution. The mission statement and institutional goals, for example, are widely discussed at the Academic Senate [IB.3] and the advisory groups. Program review documents and action plans are discussed at the division level as well as the advisory groups. Data are widely distributed and play an integral role in the program review [IB.13] and faculty position prioritization processes [IB.17], as well as in research to support development of basic skills [IB.18] and student success programs [IB.19].

There is ongoing review and adaptation of evaluation and planning processes. In the two years since Monterey Peninsula College adopted the planning and resource allocation process, it has been revised twice to improve its effectiveness [IB.5]. The improvements have mostly involved improving the correlation of budgeting steps with the timing that MPC receives budget information from the state.

Monterey Peninsula College is committed to consistently and continuously improving student learning; educational effectiveness is a demonstrable priority in all planning structures and processes. The mission statement and institutional goals provide fundamental guidance for the planning and resource allocation process. The mission statement clearly focuses on student learning by identifying the student population and stating the purpose of the institution [IB.6]. The three-year goals amplify the commitment to student learning by focusing, in part, on academic excellence and creating pathways to success for all students [IB.7].

II. Program Reviews, Annual Updates, and Action Plans

Description:

The following sections describe the program review, annual update, and action plan process for the three components of the college: Academic Affairs, Student Services, and Administrative Services. Whereas all areas of the college use the self study model as the basis for their program review, each of the components has a separate set of guidelines and timelines. Programs and areas within each of these components review specific types of data, recognize challenges and identify resources needed for the continued vitality of their programs. Each component engages in formal and structured dialogue about the programs or areas during the review process.

- 1. Academic Affairs.** During the 2008-09 academic year, the Academic Affairs program review process was reviewed and revised by a subcommittee of the Academic Affairs Advisory Group, with representation from the Academic Senate. The revision occurred at this time because all of the instructional divisions had participated in the program review process under the old guidelines at least once. In terms of MPC’s commitment to continuous quality improvement, it was a logical time to evaluate the quality and efficacy of the program review process and make some adjustments. This revision process occurred concurrently with the writing of this accreditation self study.

The following section primarily describes the old guidelines. By systematically following the old process for the last six years, MPC has met the accreditation standards for program review. In the following description, significant changes in the new process are noted.

Program Review Guidelines used in Academic Affairs	
Old, used 2004-2009	http://www.mpcfakulty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc
New as of 2009	http://www.mpcfakulty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc

Purpose. From the introduction to program review in Academic Affairs,

The purpose of academic program review at MPC is to evaluate all existing instructional programs and services of the college in order to assure their quality, vitality, and responsiveness. Program review is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program review is also an essential element of the planning and budgeting process. The Academic Senate for the California community colleges stresses the need to link the process of review to college-wide planning and budgeting.

Process Overview. Over an 18-month period, each division undergoing program review follows standardized guidelines [IB.20] to evaluate the quality of its offerings and report the results in a self study document. A Support Team works with the division to create a quality document and then reviews the document according to predefined criteria. A calendar has been established so that each division systematically engages in program review every five years [IB.20].

Content of the Self Study.

- **The Introduction/Preamble (old)** briefly describes the program, including its role and function; the outstanding characteristics of the program; and the most significant ways in which the program links and implements the philosophy, goals, and objectives of the program to those of the college. It also identifies any recent or historical areas of concern with the program.

In the new process, the introduction stresses the mission of the program and the relationship between the mission of the program and the MPC mission statement

- **The Analysis** is the most extensive portion of the self study. All of it is data-driven and is designed to lead to divisional dialogue about its meaning. It includes:
 - *Curriculum Review (old).* All curricula must be reviewed, revised if necessary, and submitted to the Curriculum Advisory Committee for evaluation. Aspects to be reviewed include course content, objectives, methods of evaluation, articulation agreements, and co- and pre-requisites. In this way, the college ensures that its curriculum is current and up-to-date and affirms the quality of its offerings.

A complete review of curriculum is retained in the new process.

- *Student Achievement Data (old)* is used to document student learning and the vitality of the program. Student achievement data for the previous years are used to show changes in metrics such as FTES (Full Time Equivalent Students), FTES/FTE (Full Time Equivalent Faculty) ratios, grade distribution, class size, student retention, student success, and student persistence. Student needs assessments and community needs assessments are used as appropriate or available. Career and Technical Education (CTE) programs include metrics such as percent of program completers since the last program review, numbers of certificates and degrees awarded, and job placement rates.

In the new process, graphs and tables of student achievement data are provided to each division or department completing the process. Each division/department responds to exactly the same kind of data, so that

when the self studies are reviewed, the data is always presented in the same way and more meaningful comparisons can be made. It also decreases the burden on the individual writing the self study to interpret and manipulate the huge pivot table spreadsheets where this data is stored.

- *Student Learning Outcomes (old).* Each division describes progress made in identifying program level learning outcomes and steps it has taken to collect evidence of student learning that support the outcomes.

The increased role of student learning outcomes is one of the biggest improvements from the old process. Two forms are provided for departments or instructional groups to fill out each semester. The first is completed by the individual instructor and is intended to include evaluations of student attainment of SLOs. It is intended to be completed in preparation for a dialogue with department or instructional group colleagues. The individual form is intended to stay with the instructor in his or her records. The second form is completed as a record of departmental or instructional group dialogue, where opportunities for improvement are identified and plans to improve student attainment of student learning outcomes are made. Specific action plans and/or requests for resource allocation may then be based on this dialogue as recorded on these forms.

- *Analysis of the Programs' Offerings (old)* includes information on the scheduling of courses, the sequencing of courses, and the timing of course offerings to assure that students can progress through the program in a reasonable amount of time.

Improvements include the providence of data pre-formatted into data tables showing schedules and frequency of offerings of courses.

- *Description of Staff and Faculty (old)* analyzes how the diversity, education, training, and satisfaction affect their ability to meet students' needs.

In an effort to become more student-centered, this section has been de-emphasized. In its place, a faculty and staff satisfaction survey is now encouraged, and specific questions about staff workload and staff development activities have been added.

- *Description of Physical Parameters (old)* discusses the adequacy of facilities, equipment, and supplies to meet students' needs.

The new version more specifically asks what facilities and equipment needs have changed.

- *Student Information (old)* analyzes student needs and satisfaction. This section describes the quality of the program from a student perspective.

The new version asks more specific questions rather than the broad questions of the old version, and provides a table that shows how often the program refers students to the various MPC support services.

- *External Relations (old and new)* shows how the program relates to other programs on campus in terms of co- or prerequisites, program requirements, similarity of instructional topics, technology needs, etc.

- **The Summary (old)** describes results of the data analysis and describes the program major strengths, weaknesses, challenges, and opportunities. This section provides the rationale for the recommendations and goals set forth by the division and area, which are described in detail in the next section.

One of the most important changes is the inclusion of “program improvement plans” after each section of the new guidelines. These “program improvement plans” are then summarized in the summary section in table format, with boxes for rationale, timeline, and the responsible person. These changes provide an easy-to-read summary for those unfamiliar with the program.

- **The Recommendations and Goals (old)** sets the direction for the program for the next five years by prioritizing goals and providing the framework for the annual updates and action plans. This section provides the link between the departments and divisions and the institution. The goals and recommendations from each division inform the College Council as it implements the planning and resource allocation process.

This section is combined with the summary section in the new guidelines.

Annual Reports and Action Plans. The annual report identifies the program’s success in implementing its plans to achieve the identified goals, and any changes in plans to meet the identified goals and objectives. The action plan is the mechanism by which the divisional goals are achieved through specific activities. These action plans usually involve requests for resource allocation to achieve the planned action. Each specific action plan must be shown to support at least one of the three-year institutional goals.

The process is very similar under the new guidelines. Everything is presented in table format with space to provide rationale. One of the biggest improvements is the inclusion of the SLO evaluation forms, called “Instructor Reflections on Student Learning” and “Department Reflections on Student Learning,” into the annual part of the process. These SLO forms are designed to be filled out every semester.

Review by the Support Team. The support team consists of the dean overseeing the division and faculty members from other divisions. The review is designed to promote dialogue first within the division as the program review is completed, and then the Academic Affairs Advisory Group (AAAG) and at the College Council as the results, recommendations, and goals of the program review are presented. In its efforts to promote dialogue and ensure quality, the support team looks at issues such as the relationship between the function of the program to the MPC mission statement, the effectiveness of the program in terms of quality, the responsiveness to student and community needs, the cost effectiveness of the program, and the feasibility of the goals and recommendations in terms of the available resources of the college.

The new process greatly improves the review process by providing a set of guidelines for the review team to complete. The new guidelines are much more specific and easy to follow than those provided for the old process.

Review by Broad-Based Shared Governance Committees. The program review summaries, recommendations, and goals are shared and discussed at two shared governance groups: the Academic Affairs Advisory Group (AAAG) and the College Council. Both provide opportunity to members of the college community to learn about some of the successes and challenges faced by the various divisions in Academic Affairs. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trustees. This part was not changed during the review and revision process.

2. **Student Services.**

http://www.mpcfakulty.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc

Purpose. The introduction to program review in Student Services reads as follows:

The purpose of the Student Services Program Review is to evaluate all existing Student Services programs and services at Monterey Peninsula College (MPC) to assure their quality, vitality and responsiveness to student needs and student learning. The Student Services Program Review at MPC is a process that provides an opportunity to look constructively at programs and services with an eye toward improving programs and services and making effective and efficient use of resources. The Student Services Program Review is also an essential element of the college's planning, budgeting and resource allocation process [i.e., the MPC planning and resource allocation process]. When appropriate, the Student Services Program Review should include data that demonstrates the effectiveness of its services as it relates to student access, progress, and success.

Process Overview. The program undergoing program review engages in research, evaluates the quality of its offerings or services, and reports the results in a self study report [IB.21]. A Program Review Committee reviews the report and provides feedback and recommendations to the program undergoing program review. The results are shared with the Student Services Advisory Group (SSAG), the College Council, and the Board of Trustees. Calendars have been established showing that each division systematically engages in program review at least every six years [IB.22].

Content of the Self Study. The Student Services self study guidelines state [IB.21],

This self study is designed to enable each program to take into consideration as many perspectives as possible. Therefore, a successful self study assures that all personnel in the program have the opportunity to be involved in the process.” Program review in Student Services involves the following sections. Each is data driven and designed to promote dialogue within the program or service area.

- **Program Overview/Analysis**
 - *Program Description* is used to briefly introduce the program.
 - *Student Demographic Information* describes the students that use the program in terms of their age, ethnicity, gender, and area of residence.
 - *Program Data* consist of pertinent information that shows how the program supports students. Examples of data used here include the number of FTES that the program serves, how much money is awarded to students, graduation rates of students, and student achievement data such as retention, success, and persistence.
 - *Student Learning Outcomes* are a newly incorporated aspect of the Student Services program review process. The SLOs developed by the program are described here as well as methods to assess student attainment of the SLOs. With future development, descriptions of student attainment of the SLOs and goals for improvement based on the results will be included as well.
 - *Staffing Patterns* describes the personnel issues and adequacy of staffing to serve student needs.
 - *Student Satisfaction* is usually assessed through student surveys in collaboration with the Office of Institutional Research.
 - *Program Compliance* summarizes any audits, program reviews, or compliance reviews conducted by outside agencies.

- **Planning**
 - *Prior Program Review Impact* is an evaluation of progress made on goals established in the last program review cycle. This review assists in the process of revising or establishing new goals for the new cycle.
 - *Planning Assumptions/Trends* assesses trends in program data over the last five years and identifies correlations with campus trends over the same time period.

- *Planning Constraints* identifies reasons that some goals have not been realized over the last five years.
 - *Goals* are described here as well as how they support the goals of the institution.
 - *Annual Objectives* are identified to support the goals.
 - *Activities* are identified to achieve the objectives.
 - *Timelines* are described to explain when the activities will be carried out.
 - *Program Cost* is analyzed to describe the resources required to achieve the program goals. Analysis of the current budget is included to assess the feasibility of the plans.
- **Budget Information**
 - *Current Budget Documents* describes the current, approved budget for the program.
 - *Budget Development* describes mandated adjustments to the budget, and the impact the current goals and objectives will have on the current budget.
 - *Annual Budget Adjustments* describes specific adjustments to the budget needed to carry out the activities and attain the program's goals and objectives.
 - **Budget Requests**
 - *Action Plans* are specific resource allocation requests, made on an annual basis that will enable the activities identified to attain the program's goals and objectives. Each action plan specifically supports one or more institutional goals.

Annual Review and Action Plans. As in Academic Affairs, programs complete annual reports as part of the program review process and complete action plans as well [IB.23]. Student Services implemented the annual report aspect of the process in the 2008-2009 academic year. The action plan is the mechanism by which area goals are achieved through specific activities. Program review sets the long-term goals and objectives; the annual reports assess progress towards the goals, and review and revise objectives to reach those goals. Finally, the action plan process describes concrete actions, some of which require resources, to achieve those objectives.

Review by the Evaluation Team. In Student Services, the evaluation team (for program review) consists of an administrator, a classified manager/director, a Student Services faculty member, and a classified staff member. Using the "Student Services Program Review Evaluation Form [IB.24]," the evaluation team prepares preliminary responses and recommendations, which will be returned to the program for comments. The Vice President of Student Services, deans, and/or managers also have an opportunity to review and comment on the evaluation team's preliminary responses. The program undergoing program review has the opportunity to meet with the evaluation team to discuss the results of the self study document. This may become a required step in the process during the next review/revise cycle. In its efforts to promote dialogue and ensure quality, the evaluation team looks at issues

such as the relationship between the function of the program to the MPC mission statement, the effectiveness of the program in terms of quality, the responsiveness to student and community needs, the cost effectiveness of the program, and the feasibility of the goals and recommendations in terms of the available resources of the college.

Review by Broad-Based Shared Governance Committees. The Vice President of Student Services shares the results of the program review, along with the evaluation team recommendations, with the Student Services Advisory Group (SSAG) and subsequently with the College Council and the Board of Trustees. Both provide opportunity to members of the college community to learn about some of the successes and challenges faced by the various areas in Student Services. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trustees.

3. Administrative Services.

http://www.mpcfaculty.net/accreditation/ProgramReview/ASAGProgram_Review_Template.pdf

Above link is not hot

Purpose. The introduction to the program review in Administrative Services reads as follows:

- *To determine the appropriateness of the services provided by the department.*
- *To identify and evaluate the methods and procedures followed to provide services.*
- *To determine the appropriateness of the personnel and resources allocated to meet the assigned responsibilities of the department.*
- *To determine the adequacy of internal controls in ensuring that resources are used efficiently in providing services.*
- *To determine what changes can be made to improve the effectiveness and efficiency of services provided.*

Process Overview. Administrative Services is comprised of five departments: Human Resources, Information Technology, Security and Evening Campus Operations, Facilities Services, and Fiscal Services. Each Administrative Services area/department develops a self study based on the guidelines in the template [IB.25]. Results are shared with the Administrative Services Advisory Group, and later with the College Council and the Board of Trustees. A calendar has been established so that each division systematically engages in program review every six years [IB.26].

Content of the Self Study. Most departments within Administrative Services are not directly involved with student learning. Rather, they support student learning by ensuring that the fiscal, technological, human resources, security, and physical aspects of MPC run smoothly and are adequately administered. Student learning

could not occur without the services this group provides. To complete the self study, each department within Administrative Services follows a set of guidelines [IB.25] that include the following sections.

- *The Description of Department and Services* provides an overall general description of the department and the services it provides.
- *Determine the Appropriateness of the Services Provided.* Job descriptions, required skill sets, personnel, and training opportunities are compared to the services each department provides to assure they are adequate to provide the services expected of the department. Any specialized contracted services are described and the decision process to choose a specialized service is explained.
- *Identify and Evaluate the Methods and Procedures Followed to Provide Services.* All forms and processes are evaluated for currency and efficiency. For Administrative Services, the use of forms is the equivalent to the curriculum for Academic Affairs. Thus, all forms and processes used in Administrative Services are reviewed as an integral part of the program review cycle.
- *Determine the Appropriateness of the Personnel and Resources Allocated to meet the Assigned Responsibilities of the Department.* Budgets and personnel are evaluated to determine if the department is being allocated sufficient resources to fulfill the expected services of the department.
- *Determine the Adequacy of Internal Controls in Ensuring that Resources are Used Efficiently in Providing Services.* The college has a series of internal controls, mostly consisting of signatures on forms, to ensure that resources are used efficiently. This section reviews these controls to ensure that appropriate prices are negotiated with vendors, and that purchasing processes meet the needs of the college.
- *Identify/Quantify Strengths and Challenges/Problems.* Each department has the opportunity to identify internal strengths and weaknesses, upon which the future directions and goals of the department will be determined.
- *Future Directions/Goals – Plans to Address Challenges/Problems.* Goals are set and identified as those obtainable with existing resources and/or personnel or those needing additional resources and/or personnel. Those needing additional resources are quantified and prioritized. Specific objectives or activities to accomplish these goals are articulated in the action plan and annual review stage of the cycle.

Action Plans. Administrative Services uses the same action plan process as Academic Affairs and Student Services. For each Administrative Services department, the action plans represent the specific activity used to achieve the goals articulated in their program reviews. Action plans requiring resource allocation are prioritized by the Administrative Services Advisory Group (ASAG) and sent on to the College Council. The action plan is the mechanism by which area goals are achieved through specific activities. As with the other areas, each action plan references a specific three-year institutional goal to support.

Review by Broad-Based Shared Governance Committees. The results of Administrative Services program reviews are shared with the Administrative Services Advisory Group (ASAG), and then with the College Council, where dialogue about the successes and challenges faced by the various areas takes place. Both provide opportunity of members of the college community to learn about some of the successes and challenges faced by the various areas in Administrative Services. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trustees.

Areas that Report Directly to the Superintendent/President

Only two areas report directly to the Superintendent/President: the Office of Institutional Research and the Public Information Office. These offices complete program reviews with similar purposes, processes, and evaluation methods.

1. Office of Institutional Research

Purpose. The purposes of the program review are to assess the efficacy of the Office of Institutional Research (OIR), maintain and enhance its quality and responsiveness to institutional needs, and ensure effective allocation and use of resources.

Process Overview. Program review for the Office of Institutional Research is relatively new. The OIR underwent program review beginning in spring 2008, beginning with an outline of the appropriate content areas and a draft narrative:

- Overall description of the Office of Institutional Research
- Internal and external relations
- Budget
- Staffing
- Quality and/or effectiveness of the service
- Strengths and weaknesses
- Goals for the Office of Institutional Research

The outline of the content areas and the draft narrative were shared with the Institutional Research Advisory Group (IRAG) in fall 2008. Suggestions and comments from the IRAG resulted in a number of revisions, including noting how this department has helped address recommendations from the previous comprehensive accreditation visit, and how this department supports student learning. During early spring 2009, the Office of Institutional Research developed a “quality of service” survey to assess the effectiveness of the function. The survey was administered in late spring 2009. The results of the survey were incorporated into

this self study document, and the strengths and weaknesses of the department were finalized. The program review self study was completed in June 2009.

The results of this program review will be used to refine and improve the practices of the department. In addition, the Office of Institutional Research will work with the Institutional Research Advisory Group to review and refine the program review process for this area. In the future, program review for the Office of Institutional Research will be conducted every three years. The next program review will be conducted in 2011-2012.

Content of the Self Study: Office of Institutional Research program review self study includes a comprehensive description of the department's purpose, contribution to the MPC mission, history, and budget. In addition, the role of the Institutional Research Advisory Group is described, as well as the annual Research Agenda, and an overview of the on-going and ad hoc research requests is provided. Also reviewed are the internal and external relations of the OIR. The quality of service is assessed through administration of a survey.

Annual Review and Action Plan: An annual Research Agenda is developed to plan the allocation of research resources. The Research Agenda is proposed by the Director of Institutional Research, reviewed by the Institutional Research Advisory Group, and approved by the Superintendent/President. The OIR also participates in the college's annual planning and resource allocation process, including the development of action plans for any necessary resources.

Review by the Support Team: The Institutional Research Advisory Group serves as the support team for the OIR program review. This group includes representatives from campus groups and off campus organizations. They review the program review data and recommend content for the program review report.

Review by Broad-Based Campus Constituencies: The OIR program review self study is reviewed by the College Council and shared with the Board of Trustees.

2. Public Information Office

Purpose: The purposes of the program review are to assess the efficacy of the Public Information Office (PIO), maintain and enhance its quality and responsiveness to institutional needs, and ensure effective allocation and use of resources.

Process Overview: The PIO program review process is also relatively new. When the first program review occurred, it was based on examination of progress toward achieving objectives of the Public Information Agenda. The agenda was developed from a variety of sources including elements of the 2004 Institutional Advancement

Plan, input from advisory groups on the public information needs of the college, and the 2007-2010 MPC Institutional Goals. The agenda was developed by the Public Information Officer as part of the annual planning process for 2008-2009 and approved by the Superintendent/ President.

Content of the Self Study: The PIO program review includes a description of the department's purpose, contribution to the MPC mission, description of staffing, and budget. Each objective of the Public Information Agenda is assessed to determine progress.

Annual Review and Action Plan: An annual Public Information agenda is developed each fall term to identify the primary goals for the PIO. The agenda is proposed by the Public Information Officer, reviewed by the President/Vice Presidents group, and approved by the Superintendent/President. The PIO participates in the college's annual planning and resource allocation process including the development of action plans for any necessary resources.

Review by Broad-Based Campus Constituencies: The Public Information Officer makes periodic reports to the College Council and the MPC Foundation Board of Directors. The PIO program review is reviewed by the College Council and shared with the Board of Trustees.

Evaluation – Standard IB: MPC meets the standard.

Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. The programs within each of the three components undergo program review according to established schedules. As of this writing, the vast majority of areas and divisions of the college have undergone program review at least once since the last accreditation visit in 2004 [IB.20, 22, 26]. The guidelines followed by those in Academic Affairs and Student Services specifically refer to student achievement and student learning outcome data [IB.20, 21].

The institution reviews and refines its program review processes to improve institutional effectiveness. Program review processes for all three of MPC's components undergo frequent review and revision. As of this writing, the Academic Affairs program review process is undergoing a substantial review and revision after a period of six years during which all programs used the old guidelines at least once. The purpose of the review and revisions is to streamline and better organize the process and to increase the role of student learning outcomes in evaluating the quality of the educational programs. In Student Services and Administrative Services, the program review process has been revised and was significantly improved during the last few years. Both areas have standardized their process since the last cycle, requiring each program or department to answer the same set of questions during the program review process. Student Services has revised their program review process so that a more robust peer review allows more

opportunity for critique and dialogue of the various programs, and so student learning outcomes play a more visible role in the self study process.

The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. A primary result of the program review process in all three areas is the dialogue that ensues within a program during the program review process and between the various programs within the component as the document is reviewed by a review committee. The program review process also leads to action plans and new faculty and/or classified position requests submitted by the divisions and areas to their respective advisory groups for prioritization. The College Council then allocates available funds to the action plans and/or staff positions by following the planning and resource allocation process.

These resource allocation decisions lead to improvements in student achievement and learning. For illustrative purposes, an example of the efficacy of this process can be found in the Math Department program review. In both the most recent and the previous program review cycles, the Math Department identified both staffing and facility needs to improve student learning by expanding the Math Learning Center. Recent resource allocation decisions recommended by both the College Council and other shared governance committees have included both the creation of a new Math Learning Center coordinator and the use of state and bond funds to renovate one of the buildings on campus to create space for a larger Math Learning Center with nearby math classrooms and offices.

III. Student Learning: Student Achievement and Student Learning Outcomes

Description:

Introduction and Definition of Terms

In an effort to clarify dialogue about student learning and to accurately describe efforts to satisfy the ACCJC standards, MPC has carefully defined the terms related to student learning, which are sometimes used in inconsistent ways in the teaching community. In general usage, the terms “student learning outcomes,” “student achievement,” and “student learning” are sometimes used interchangeably and sometimes used to describe specific aspects of student learning. For this self study, the college has carefully defined these terms to more accurately describe its processes.

Student Learning is a *very broad term* that refers to any type of student learning or any type of assessment of student learning. It includes student learning outcomes and student achievement, as well as grades and/or informal methods of assessment of student learning.

Student Learning Outcomes is a *specific term* that refers to “a measurable or evaluable description of what students are expected to be able to ‘do’ as they successfully complete a course.” This definition was endorsed by the Academic Senate in November, 2007, as part of the document, “Articulating Student Learning Outcomes for MPC.” The endorsed

definition continues, “The word ‘do,’ in this context, could mean, for example, ‘perform,’ ‘paint,’ ‘use equipment safely and effectively,’ ‘analyze,’ ‘demonstrate,’ ‘synthesize,’ ‘use the scientific method,’ or any number of verbs appropriate for a particular course. This definition of SLOs emphasizes student performance as a course is complete; it does not imply any standard of content retention or future abilities on the part of the student [IB.27].”

At Monterey Peninsula College, the term “student learning outcomes” refers to both the development of SLOs, i.e., what faculty members expect the students to be able to do, and the evaluation of student attainment of these expectations. They provide more detail than grades because they describe the expectations that provide the basis for the awarding of grades. Program staff in Student Services are also involved in identifying SLOs and developing assessment strategies.

Student Achievement is a *specific term* that refers to data concerning the number of students that finish courses (student retention), the number of students who progress through courses from one semester to the next (student persistence), the grade distributions within a course or program (student success), or any number of data sets that refer to job placement or transfer to other educational institutions. Student achievement implies student learning because students could not progress through MPC courses and programs without demonstrating their learning of the objectives and SLOs defined for each course and program. In Academic Affairs, the program review process requires each program to analyze these type of data every five years. Much of these data are collected or generated by the Office of Institutional Research.

Assessment of SLOs is a *specific term* that refers to the methods that MPC faculty members use to evaluate the degree of student attainment of SLOs as they exit a course or program. At Monterey Peninsula College, these methods are left to the sole discretion of the faculty member teaching a given course. For example, each faculty member teaching English 1A must evaluate the students’ attainment of the same English 1A SLOs, but the methods used to accomplish this task are the sole decision of the individual faculty member. Monterey Peninsula College recognizes that assessment of student attainment of SLOs is a term that means many things to many different people. At one end of the spectrum are teams of faculty members evaluating a single SLO in a variety of courses, perhaps by reading a selection of essays from students in each of the courses, or by giving standardized tests to students in each of the courses. At the other end of the spectrum is the notion that the degree of student attainment of course SLOs leads to the array of grades awarded in a given course. Since instructors regularly assess student performance to award grades, they naturally assess the student learning outcomes at the same time. After much dialogue in a variety of venues, Monterey Peninsula College has purposefully decided to leave the method of assessment of student attainment of SLOs to the discretion of the instructors of individual courses. Monterey Peninsula College made this decision for two prominent reasons. First, assessment of student learning is the primary right of the instructor under our Academic Freedom policy [IB.28]. To take assessment of student learning away from the course instructor is thought by Monterey Peninsula College faculty members to be too close to standardized testing and standardized evaluation of all learning, something MPC has purposefully avoided.

Second, Monterey Peninsula College is a small college that does not have the resources to compensate faculty members to evaluate student learning in their own courses and then do it again for the purposes of assessing a single SLO across many different courses.

Development of SLOs at Monterey Peninsula College: Significant Accomplishments During the Last Six Years

Dialogue. Monterey Peninsula College has engaged in dialogue about the value of SLOs and how to implement them at MPC for many years. The dialogue started in 1999 with task forces, workshops, and off-campus retreats. In recent years, dialogue has occurred at flex day events [IB.29] and in shared governance committee meetings (i.e., Academic Senate, Academic Affairs Advisory Group, Student Services Advisory Group, Student Services retreats, College Council, Curriculum Advisory Committee, and management). Much of this dialogue has been captured and recorded on the MPC Academic Senate website [IB.30].

Defining SLOs for Monterey Peninsula College. In 2007, the Monterey Peninsula College Academic Senate approved a definition for SLOs at Monterey Peninsula College: “At the course level, an SLO is a measurable or evaluable description of what students are expected to be able to ‘do’ as they successfully complete a course. The word ‘do,’ in this context, could mean, for example, ‘perform,’ ‘paint,’ ‘use equipment safely and effectively,’ ‘analyze,’ ‘demonstrate,’ ‘discriminate,’ ‘synthesize,’ ‘use the scientific method,’ or any number of verbs appropriate for a particular course. Our definition of SLOs emphasizes student performance as a course is completed; it does not imply any standard of content retention or future abilities on the part of the student” [IB.27].

Developing SLOs for Courses. SLOs have been developed for the majority of MPC courses [IB.31]). Of the seven instructional divisions, the School of Nursing, and the Library, all but one instructional area have completed SLO development for at least 85 percent of their courses [IB.31, 32].

Examples of course SLOs include:

English 1A, Composition and Analytical Reading (this course is a cornerstone of the MPC transfer program, and one of the requirements for the Monterey Peninsula College AA degree) [IB.31]:

1. *Demonstrate the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion.*
2. *Demonstrate the ability to be conscious of multiple factors affecting both verbal and written communication.*
3. *Recognize the nature of persuasion in written, visual and oral argument.*

Math 263, Intermediate Algebra (this course is the minimum Math requirement for the Monterey Peninsula College AA degree) [IB.31]:

1. *Evaluate and perform operations on algebraic expressions and solve algebraic equations (polynomial, rational, radical, exponential and logarithmic).*

2. *Use a variety of functions and relations (linear, quadratic, exponential, and logarithmic) and their graphs to model real world applications.*

Developing SLOs for Programs. Instructional programs at Monterey Peninsula College consist of two main types: transfer, and Career and Technical Education (CTE). These two types of programs have different foci and thus very different types of program SLOs.

The CTE programs consist of series of courses focused on the particular subject matter of the program such as Nursing, Auto Technology, or Medical Assisting. Upon completing these programs, students are ready to enter the workforce and must demonstrate mastery of the subject matter of their chosen discipline. Thus, the program SLOs for the CTE programs focus on the subject matter of those disciplines. Most CTE programs have developed program SLOs that have been published in the Monterey Peninsula College Catalog [IB.33].

Examples from the MPC Nursing program include:

1. *Assess the needs of groups of clients with common, multiple complex altered needs, using a theoretical knowledge base and clinical data.*
2. *Apply critical thinking skills to diagnose and prioritize client problems to design an individualized plan of care in collaboration with the client, significant others, and the health care system.*
3. *Implement the plan of care utilizing a caring approach, while competently performing skills for clients in all stages of the life span.*

The transfer programs consist of groups of courses that prepare students to transfer to four-year universities having completed many of their lower division and General Education courses. Since it is the General Education courses that bind all of these programs together, Monterey Peninsula College has determined that the General Education SLOs will serve as the program SLOS for each of the transfer programs. Rationale for the development of these General Education SLOs is presented in the next section.

During the 2008-2009 academic year, discussions were held about the structure and content of Monterey Peninsula College General Education Outcomes (GEOs) [IB.34]. As published in the Monterey Peninsula College Catalog, the MPC General Education pattern consists of three similar patterns of courses [IB.33]. These patterns of courses are designed to satisfy the Intersegmental General Education Transfer Curriculum (IGETC), California State University, and Monterey Peninsula College AA degree General Education requirements. Although not identical, all of the patterns require students to complete courses in subject areas such as natural sciences, social sciences, humanities, and communication.

Through a process of dialogue [IB.35], Monterey Peninsula College has decided to develop a single SLO, or GEO, for each of these subject areas. When finished with this process, Monterey Peninsula College will have five or six GEOs in total that will comprise the program SLOs for each of the transfer programs.

Examples of currently completed GEOs include:

Natural Sciences: *Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.*

Humanities: *Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art.*

Each of these GEOs will become a course-level SLO for each of the courses within a given General Education area. Assessment of student attainment of the GEOs will be the responsibility of each instructor that teaches a General Education course. Decisions about the assessment methods or tools will remain the responsibility of each instructor teaching these courses. As of this writing, development of the GEOs for each of the General Education areas is in process, as is the process of faculty vetting that each GEO is indeed appropriate for all of the courses in a given GE area.

Implementing the SLO Process at Monterey Peninsula College

Assessing SLOs and Recording the Results. Monterey Peninsula College has established a format for assessing student attainment of course SLOs. Individual instructors assess SLOs using methods or instruments of their choice. During the fall 2008, spring 2008, and spring 2009 semesters, information about SLO assessment was recorded each semester on “The SLO Assessment Form” [IB.36], which was available on the Academic Senate website [IB.30]. In addition to recording the SLOs for each course and the methods of assessment for those SLOs, this form recorded answers to a series of questions, including:

1. Did the students enrolled in this class appear adequately prepared and/or correctly placed? Please explain.
2. Please evaluate your students’ level of attainment of this course’s SLOs. Use whatever methods are best suited for your course, making sure that the results are comparable from semester to semester.
3. Did you make any substantial pedagogical changes this semester? Please indicate the role that student attainment of your SLOs played in the development of these changes.
4. Do you intend to make any substantial pedagogical changes when teaching this class in future? If so, what changes do you intend to make, and why will you make them?

Once completed, these forms are stored by individual instructors or by department as a record of student attainment of SLOs and potential plans for improvement of student learning.

Beginning in the fall 2009 semester, the SLO assessment process was incorporated into the Academic Affairs program review process [IB.20]. According to these new guidelines, there are two forms to fill out: “Instructor Reflections on Student Learning” and “Program Reflections on Student Learning.” These new forms integrate the SLO-assessment process into the program review process and allow for planning and resource allocation requests to be tied to the results of SLO assessments.

The guidelines for the “Instructor Reflections on Student Learning” are as follows [IB.20]:

At the beginning of the semester

- 1. Meet with your department or group to choose at least one SLO or supporting objective for at least one of your courses to focus on for the semester.*
- 2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.*

During the semester

- 3. Evaluate the student attainment of your chosen SLO(s) or supporting objective(s).*

Near the end of or shortly after the semester

- 4. Reflect on the results and think about ways to improve the student learning related to the outcome(s) or objective(s).*
- 5. Record your thoughts on this form in preparation for meeting with your department or group.*
- 6. Keep this form for your records after your meeting with your department or group.*
- 7. Proceed to the “Program Reflections on Student Learning.”*

The “Instructor Reflections on Student Learning” form contains four prompts to respond to:

- 1. Course SLOs or supporting objectives (one or more) to be evaluated this semester*
- 2. Evaluation methods for the SLO(s) or supporting objectives*
- 3. Brief summary of evaluation results*
- 4. How do you plan to use the evaluation results to improve student learning?*

The guidelines for the “Program Reflections on Student Learning” are as follows:

Near the end of or shortly after the semester

- 1. Meet with your department or group and discuss the student attainment of SLOs or supporting objectives as well as plans for the improvement of student learning.*
- 2. Record the results on the “Program Reflections on Student Learning” Form.*
- 3. Include all forms in the Program Review package.*

The “Program Reflections on Student Learning” form contains two prompts to respond to:

1. *Summary of Department or Group Discussion about Student Learning*
2. *Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)*

These forms are designed to be completed each semester. Results of the “Program Reflections on Student Learning” are integrated into the new program review processes in Academic Affairs. The student learning section and the summary section of the Academic Affairs program review guidelines offer opportunities to develop “Program Improvement Plans” based on the results of evaluation of student attainment of SLOs. These “Program Improvement Plans” are designed to improve student learning and could be used as rationale for resource allocation requests. Thus, through the program review process [IB.20], MPC has linked the assessment of student attainment of SLOs to the MPC planning and resource allocation process [IB.2].

Evaluation – Standard IB: MPC meets the standard.

Student learning outcomes and authentic assessment are in place for courses, programs and degrees. SLOs are in place for most courses offered at Monterey Peninsula College [IB.31]. General Education Outcomes, which must be completed to attain an MPC degree, are published in the College Catalog [IB.33, 34]. As of this writing, these GEOs are currently being reviewed and revised. The GEOs serve as the program SLOs for all of the Monterey Peninsula College transfer level programs. Under the new GEO plan, each instructor of a General Education course will assume responsibility for assessment of the GEOs using the methods of their choice. Career and Technical Education program SLOs are developed for 52 of the 59 Career and Technical Education programs and are published in the Catalog. Assessment of program level SLOs in the Career and Technical Education programs is currently under development.

Results of assessment are being used for improvement and further alignment of institution-wide practices. A description of the kinds of improvement that are taking place is an integral part of the SLO Assessment Form, which, has been incorporated into the new Academic Affairs program review process [IB.20]. Both of these documents stress the improvement aspect of the SLO process. Data-driven assessment was a major component in two recent institutional-level initiatives: the Basic Skills Initiative and the Student Success Task Force. The Basic Skills Committee used a data-driven approach to evaluate the effectiveness of all MPC’s basic skills courses and programs [IB.18]. They found that while the individual programs are effective and generally of high quality, they are not well integrated or well known outside of their divisions or areas. Since the time of the evaluation, significant effort has gone into better integrating the various programs, both with each other and with the instructional programs and faculty. Basic Skills was a major theme of the two-day, spring 2009 flex day staff development events [IB.29].

Activities revolved around teaching techniques for basic skills students and courses, as well as improving visibility of the academic support centers and basic skills resources around campus. The Student Success Task Force used student achievement data to identify a cohort of at-risk students most likely to drop out or otherwise not succeed at Monterey Peninsula College [IB.19]. They then designed a learning community approach to aid these students through the transition to college life and all the challenges it entails.

Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. At the department and division level, dialogue on the results of assessment of student attainment of SLOs occurs primarily during the program review process as well as during the development of action plans, which are submitted during the resource allocation request process [IB.2, 20]. Student learning is of paramount concern during the identification of resources to request as well as the rationale to support these requests. In addition to the formal dialogue evidenced on the various SLO assessment forms, informal dialogue occurs frequently across all disciplines as instructors talk informally to colleagues about student learning and attainment of stated outcomes.

Appropriate resources continue to be allocated and fine-tuned. Reassigned time for an SLO Coordinator has been negotiated with the faculty union, based on job responsibilities drafted by the Academic Senate [IB.27]. The SLO Coordinator continues to lead the campus in its efforts to develop, implement, and become proficient at the SLO process. The SLO process now has a more visible role in the Academic Affairs program review process, and faculty members are completing their SLO forms and using them as a basis for dialogue with their colleagues to improve student learning. Nearly every flex day staff development event has had one or more sessions devoted to SLO development, assessment, and dialogue [IB.29].

Comprehensive assessment reports exist and are completed on a regular basis. Student achievement data are regularly compiled and distributed to areas and divisions as part of the program review process [IB.20]. Student achievement within each division is discussed during the program review cycle and is then shared with the campus community during review of the program review self study.

Course student learning outcomes are aligned with degree student learning outcomes. In order to earn a degree at MPC, students must complete the General Education requirements. A primary feature of the Monterey Peninsula College General Education Outcome strategy is that each GEO automatically becomes a course SLO for each course within that General Education area [IB.34]. With this process, the SLOs for the courses that comprise the General Education requirements become automatically and irrevocably aligned with SLOs for the General Education requirements. The Monterey Peninsula College GEO strategy was designed with the need to align course SLOs with General Education SLOs as a principle objective.

Plan – Standard IB:

Monterey Peninsula College will complete the implementation and assessment of SLOs for courses, programs, and General Education.

Evidence:

IB.1	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20BylawsMarch2007.pdf
IB.2	The MPC Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IB.3	Planning and Resource Allocation Process discussed at Academic Senate, minutes 3-1-07, 3-15-07	http://www.mpcfaculty.net/senate/archive06-09.htm
IB.4	Planning and Resource Allocation Process adopted at College Council Minutes 3-6-07	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.5	Planning and Resource Allocation Process revised at College Council, Minutes 3-4-08, 9-16-08, 10-7-08	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.6	MPC Mission Statement	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/Mission%20Statement%204-29-08%20Final.pdf or MPC Home Page: http://www.mpc.edu/Pages/default.aspx
IB.7	MPC Institutional Goals 2007-2010	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/Institutional%20Goals%202007-10.pdf
IB.8	Mission Statement at College Council, Minutes 12-18-07,	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx

	3-18-08, 4-29-08	
IB.9	Institutional Goals at College Council, Minutes 11-6-07, 11-20-07, 12-18-07,	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.10	Examples of Component Goals from Academic Affairs 2008-09 and 2009-10	http://www.mpc.edu/collegecouncil/College Council Minutes/College Council April 29 2008/Component Goals 2008-09 - Academic Affairs Draft 2.pdf http://www.mpc.edu/collegecouncil/College%20Council%20Minutes%20and%20Agendas%202009/March%2031%202009/Component%20Goals%202009-10%20-%20Academic%20Affairs%20Final%2003-30-09.pdf
IB.11	Examples of Component Goals from Administrative Services 2008-09 and 2009-10	http://www.mpcfaculty.net/accreditation/ASAG/Component Goals 2008-09 Administrative Services.pdf http://www.mpcfaculty.net/senate/CollegeCouncil/ComponentGoals2009-10AdministrativeServices.pdf
IB.12	Component Goals from Student Services, discussed at 4-29-08 College Council	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.13	Program review guidelines and examples of completed self studies.	http://www.mpcfaculty.net/accreditation/ProgRev.htm
IB.14	Budget Committee Information – Web page	http://mympc.mpc.edu/Committees/BudgetCommittee/Pages/default.aspx
IB.15	College Council Annual Reports summarize resource allocation decisions, 2008, 2009 in minutes 6-2-09	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20June%202017%202008/College%20Council%20Annual%20Report%202007-08.pdf http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.16	Examples of mid-year component goals reports and evaluation in College Council	http://mympc.mpc.edu/Committees/BudgetCommittee/Pages/default.aspx

	minutes 2-5-08	
IB.17	Faculty Position Prioritization Process	http://www.mpcfaculty.net/senate/AAAG/Prioritization_Process-rev_7.doc
IB.18	Basic Skills self study	http://www.mpcfaculty.net/senate/BSI/MPC_BSI_Self_Assessment_FINAL.doc
IB.19	Student Success Taskforce recommendations	http://www.mpcfaculty.net/senate/StudentSuccess/Lo-bo-TLC1.doc
IB.20	Academic Affairs program review guidelines for 2004-2009 and 2009-	http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc http://www.mpcfaculty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IB.21	Student Services program review guidelines	http://www.mpcfaculty.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc
IB.22	Student Services program review schedule	http://www.mpcfaculty.net/accreditation/ProgramReview/SSAGProgramReviewCalendar.doc
IB.23	Student Services program review annual report	http://www.mpcfaculty.net/accreditation/ProgramReview/SSAGProgramReviewAnnualReport-11-08.doc
IB.24	Student Services program review evaluation form	http://www.mpcfaculty.net/accreditation/ProgramReview/SSProgramReviewEvaluationform.doc
IB.25	Administrative Services program review guidelines	http://www.mpcfaculty.net/accreditation/ProgramReview/ASAGProgram_Review_Template.pdf
IB.26	Administrative Services program review schedule	http://www.mpcfaculty.net/accreditation/ProgramReview/AdminServProgRevSched.doc
IB.27	Articulating SLOs for MPC	http://www.mpcfaculty.net/SLOs/SLOs_for_MPC11-28-07.doc
IB.28	MPC Board Policy on Academic Freedom	http://www.mpcfaculty.net/senate/BoardPolicy\AF_RecommendedWording_10-8-07.doc
IB.29	Flex Day schedules	http://www.mpcfaculty.net/senate/FlexDayInfo.htm
IB.30	MPC Academic Senate SLO Web Page	http://www.mpcfaculty.net/senate/slo.htm
IB.31	SLO Master List	http://www.mpcfaculty.net/senate/SLOs/MegaTable.doc
IB.32	ACCJC Annual Reports (including SLO data)	Currently hard copy only; need electronic link

IB.33	MPC Catalog	http://www.mpc.edu/classes/Pages/default.aspx
IB.34	General Education Outcome (GEO) Powerpoint presentation	http://www.mpcfacylty.net/senate/GE/GEOs.pptx
IB.35	General Education Outcomes (GEOs) discussed at the Academic Senate, 10-30-08, 11-20-08	http://www.mpcfacylty.net/senate/archive06-09.htm
IB.36	The SLO Assessment Form	http://www.mpcfacylty.net/senate/SLO-Ass/SLO_form.doc

**Monterey Peninsula College
Institutional Self Study Report
Standard IB: Improving Institutional Effectiveness**

Ongoing, Collegial, Self-Reflective Dialogue

**STANDARD IB
Section 1.**

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description:

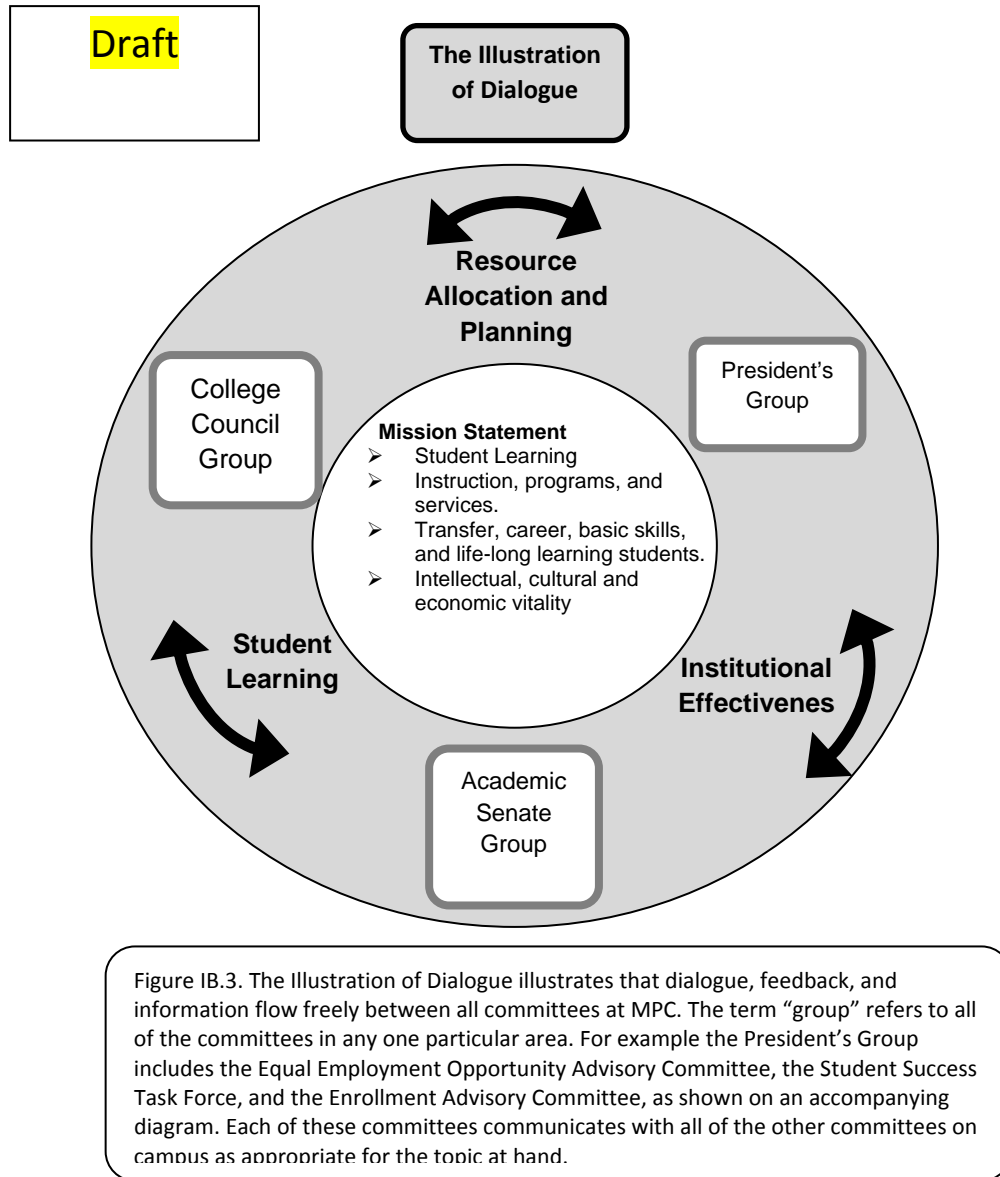
How Monterey Peninsula College Structures the Dialogue into Committees and Groups

Monterey Peninsula College is committed to broad-based dialogue on a variety of topics including student learning and institutional processes. The dialogue occurs at a variety of levels within the institution from departments and divisions to shared governance groups. Figure 3 emphasizes that the dialogue moves between all shared governance groups as requirements and needs warrant. For the purposes of dialogue, Monterey Peninsula College has a flexible governance structure that encourages the flow of information or ideas. When specific types of decisions need to be made, however, specific committees or groups are charged with making those decisions, and specific pathways bring pertinent information to them. The College Council, for example, makes all final recommendations to the Superintendent/ President for planning and resource allocation matters; they follow specific processes described in the Standard IB introduction. The Academic Senate is charged with making decisions and recommendations related to academic and professional issues. The Curriculum Advisory Committee makes all recommendations regarding curriculum.

All Monterey Peninsula College faculty and staff have the opportunity to engage in dialogue about ongoing issues in at least one venue, and have access through representatives to all of them. Membership of all shared governance committees is designed to represent a wide variety of campus constituencies. The Academic Senate ensures that faculty members are well represented on shared governance committees [IB.1.1]. Description of various committees, groups, and venues follows.

Department and division meetings provide a venue for all staff and faculty to engage in dialogue. Agendas for department and division meetings typically consist of reports from the various shared governance committees such as the advisory groups and the Academic Senate, as well as discussion about student learning and resource allocation issues.

Results of departmental and divisional dialogue are forwarded to the appropriate shared governance committee; for example, resource allocation requests go to the advisory groups, curriculum revision are submitted to the Curriculum Advisory Committee, and input on academic and professional matters is forwarded to the Academic Senate. Student learning is at the forefront as each division and department undergoes program review every five or six years, as required by Title 5 of the California Code of Regulations. Student learning outcomes are now an integral part of the program review process, including annual updates.



The Academic Senate is the primary faculty group on campus that makes recommendations to the Superintendent/President and/or Board of Trustees on academic and professional matters [IB.1.2]. In recent years, the Academic Senate has taken the lead

promoting the dialogue on student learning outcomes [IB.1.3], organizing staff development activities during flex days [IB.1.4], responding to the Basic Skills Initiative [IB.1.5], providing a faculty voice for the development of institutional goals and objectives [IB.1.6], and reviewing Board policy [IB.1.7] that applies to academic and professional matters. Improvement of student learning is the implicit goal of all dialogue in the Academic Senate. The Academic Senate has representation from all of the instructional divisions as well as the counseling and support groups [IB.1.2]. Representatives report back to their groups during division meetings, ensuring that the flow of information and dialogue reaches all faculty and staff involved in instruction or student support. The Academic Senate president sits on many of the shared governance committees, so information is shared between shared governance committees. Recommendations are consistently shared with the Academic Affairs Advisory Group, the College Council, and the faculty at large through All-Users email as appropriate.

The Curriculum Advisory Committee ensures course and program quality, partially through compliance with Title 5 of the California Code of Regulations [IB.1.8]. Student learning comprises the implicit reason behind *all* dialogue in the Curriculum Advisory Committee. The conversation for each course or program revision revolves around questions such as “What is a college course?” or “Does this proposed course meet the standards of a college course, thereby ensuring student learning?” The Curriculum Advisory Committee is composed of faculty members from each of the instructional divisions and counseling, as well as one instructional dean. Their recommendations, which result from structured dialogue, advise the Board of Trustees via the Vice President of Academic Affairs. Student learning outcomes have been required for all course and program revisions and proposals since fall 2008.

The Student Learning Outcome Committee is chaired by the SLO Coordinator and makes recommendations to the Academic Senate on the topic of MPC’s continued implementation of the SLO process. It is charged with articulating the meaning and value of SLOs for Monterey Peninsula College and developing strategies for assessing GEOs at the institutional level. The SLO committee has promoted dialogue about student learning outcomes at various venues, including staff development activities at flex days [IB.1.4], Academic Senate meetings [IB.1.9], Board of Trustees meetings [IB.1.10, 11], the College Council, the advisory groups, and many others.

The Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG), and the Administrative Services Advisory Group (ASAG) advise the three vice presidents that oversee the three components of the college on issues and initiatives that they then bring to the College Council. The advisory groups consist of chairs or representatives of each instructional division or area of the college. Foremost among their duties is recommending prioritization of faculty and classified hiring decisions and other resource allocation requests, as well as developing goals and objectives for each area of the college. They are also the primary conduit of communication between the vice presidents and the faculty and staff of each division or area.

The College Council is the shared governance committee that recommends resource allocation and policy decisions to the Superintendent/President for presentation to the Board of Trustees [IB.1.12]. Voting members of the College Council include seven faculty members, four classified, two management, and three vice presidents. The Superintendent/President is a non-voting member. This broad representation ensures that the recommendations made by the College Council have the support of all college constituencies. During the planning and resource allocation process [IB.1.13], the College Council receives a single list of prioritized action items from the three vice presidents, as well as information from the budget committee detailing the available funds. The College Council uses all of this information to make the resource allocation recommendations to the Superintendent/President.

The Basic Skills Committee and the Student Success Task Force are two committees organized around topics or initiatives of high importance to the college. Over the last two years, the Basic Skills Committee has embarked on a data-based investigation and dialogue about Monterey Peninsula College courses and services that serve those students that do not yet have college-level skills [IB.1.14]. They have found that while MPC's classes and services are excellent, they are not well coordinated [IB.1.15]. In response, the Basic Skills Committee developed a series of staff development exercises, implemented during flex days, to educate faculty and staff about all of the different services [IB.1.16]. This committee has produced a five-year action plan [IB.1.17] and made recommendations to the College Council to allocate state-funded basic skills funds to those basic skills groups that proposed projects that emphasized collaboration and integration of courses and services [IB.1.18].

The Student Success Task Force embarked on a data-based investigation of why a large proportion of our students fail to return for a second semester or second year of learning at Monterey Peninsula College. The task force identified an at-risk cohort of under-represented minorities and developed a learning community plan to address their specific needs [IB.1.19]. The plan involved linked curriculum, social integration, and intrusive counseling, among other things. As of this writing, Monterey Peninsula College is investigating the plan and exploring ways to implement aspects of it. In 2009-2010, a pilot study consisting of some of the Task Force's recommendations is being implemented. Student learning and the ways that institutional processes impact student learning is at the heart of all conversations that these committees have.

A Plethora of Additional Groups and Committees discuss planning and institutional processes that support student learning. Without them, college members would not have any buildings in which to teach, technology to enhance the instructional experience, or idea of how much money the college has to spend on improving student learning. These committees and groups include:

- The Facilities Committee, which recommends priorities and funding sources to the College Council for facilities projects [IB.1.20].

- The Technology Committee, which recommends technology resource allocation priorities to the College Council, and responds to programmatic needs in program review documents [IB.1.21].
- The MPC Education Center at Marina Project Team, which makes recommendations to the College Council through the Vice President of Academic Affairs, and engages in dialogue to support student learning at the Education Center, located in an area identified as growing and in need of community college instruction in a variety of areas.
- The Budget Committee, which makes recommendations to the College Council about the availability of funds to support student learning through the planning and resource allocation process [IB.1.22].
- The Enrollment Advisory Committee, which recommends specific goals and objectives to increase retention and overall enrollment to the President/Superintendent. Many of their recommendations involve targeting specific cohorts of students that demographic data show are underrepresented at MPC [IB.1.23].

How MPC Provides a Framework for the Dialogue

The program review process and the associated annual updates and action plans is the over-riding structure for dialogue that touches the most faculty and staff on campus. This program review process is described in detail for each of the three components on campus—Academic Affairs, Student Services, and Administrative Services—in the introduction to Standard IB. Every five or six years (depending on the component), all divisions and areas on campus engage in a self-reflective review of the quality of their programs [IB.1.24]. For many years, student learning has been the implicit focus of the self study for the program review process, with student achievement data, including student retention, persistence, and success, being the essential data upon which the reports were based. Monterey Peninsula College’s recent review and revision of the program review process elevated the importance and visibility of SLOs in the process by revising the SLO Assessment Form and asking faculty to complete this form as part of the annual update aspect of the program review process.

The program review process links issues and concerns at the program level to the institutional level during the institutional review of each division or area program review self study. All of the completed program reviews are reviewed by the appropriate advisory group (AAAG, SSAG, or ASAG) and then at the College Council. The program review process links student learning to the resource allocation process by recording dialogue about student learning issues and tying them to efforts to improve results. The program review process also directly addresses student learning by providing a framework for regular review and revision of curriculum, as required by the Title 5 of the California Code of Regulations. Planning and development of goals and objectives are an integral part of program review in all areas of the college.

Annual updates and the development of action plans for the planning and resource allocation process (see introduction to Standard IB) are the annual components of the

program review process. Both of these documents are rooted in the program review document. The development of annual updates and the prioritization of action plans (resource requests) prompt dialogue at all levels of the institution on an annual basis. They support student learning by providing the mechanisms for divisions and areas to acquire both teaching supplies and equipment, and additional faculty and classified staff to support their programs.

The institutional planning and resource allocation process is the institution-level process that routes the program reviews self studies, annual updates, and action plans to the College Council [IB.1.13]. College Council is responsible for establishing institutional goals and objectives every three years. The planning and resource allocation process is described in detail in the introduction to Standard IB.

The Assessment of SLOs is quickly becoming the most prominent and visible framework for discussing student learning at Monterey Peninsula College. Each semester, faculty members document their efforts to reflect upon and engage in dialogue about student learning by filling out a form [IB.1.25]. The form encourages dialogue with colleagues about student learning. In the new Academic Affairs program review process, a similarly focused form is part of the program review and associated annual update process [IB1.26]. The framework for the MPC SLO process is discussed in detail in the introduction to Standard IB and in Standard IIA.

Review and Revision of Board Policy is an ongoing effort at Monterey Peninsula College. The Policies and Communication Committee (PACC) assures that all appropriate shared governance committees have the opportunity to review and comment on proposed board policy revisions [IB.1.27]. The three vice presidents propose board policy revisions, usually working with the campus constituency that is most closely tied to the specific policy. The proposed revisions go to the PACC, which distributes the documents to all appropriate shared governance committees. Comments on the proposed revisions are routed back through PACC which then sends the proposal back to the originators or on to the College Council for recommendation to the Superintendent/President and the Board of Trustees.

Evaluation—Standard IB.1: MPC meets this standard.

Monterey Peninsula College engages in purposeful dialogue, achieves tangible results, and values the process. Monterey Peninsula College has the structure and framework in place to have meaningful conversations about institutional effectiveness. A framework is in place for departmental dialogue about student attainment of SLOs, and review/revision of prominent campus processes such as program review is prevalent and ongoing. A few examples of institutional dialogue best illustrate the kinds of campuswide conversations, lessons learned, and why it has been valuable.

With the advent of state funds through the Basic Skills Initiative, MPC embarked on a data-driven self study to discover the strengths and weaknesses in its basic skills instruction [IB.1.18.]. Dialogue focused on data showing retention and subsequent

success rates of students that completed basic skills courses. The result of the dialogue was an informed action plan for the allocation of state-derived basic skills funding. The principle recommendation was that the college needs more coordination between all of its groups. This recommendation includes better communication between the various support groups *and* between the support groups and the traditional instructional groups [IB.1.18].

Another example of data-driven dialogue with tangible results relates to student success. The Student Success Task Force used student achievement data to identify withdrawal, persistence, and retention rates for various student cohorts based on a variety of factors including ethnicity, educational goals, and demographics [IB.1.19]. The analysis showed that persistence and retention among first-year students, especially among certain socio-economic groups is less than what Monterey Peninsula College considers “acceptable”. The results of the ensuing dialogue informed the development of a plan for learning communities and increased integration of social and academic activities for a focused group of first-year students. As of this writing, the college is in the midst of an institution-wide dialogue about how to implement this ambitious plan, while plans are underway to implement a small pilot study that includes some of the recommendations of the Task Force in 2009-2010.

Yet another example of data-driven dialogue concerns retention of males in the Nursing program. The School of Nursing discovered through the analysis of student achievement data that male nursing students had a lower retention rate than female nursing students. The School of Nursing implemented “discussion groups” for male nursing students and has hosted regional conferences about males in nursing. The result has been a distinct increase in the retention rate of male nursing students. They have also been able to attract more male students into the program. Clearly, analysis of data and dialogue has had an identifiable impact on student learning.

Dialogue has had an important impact on MPC’s adoption of an SLO process. The meaning, value, and problems with the SLO model were discussed at a wide variety of venues including the Academic Senate [IB.1.9], shared governance committees and flex day presentations [IB.1.4]. The result is that SLOs have been developed for the majority of Monterey Peninsula College courses, most of the Career Technical Education programs, and most of the General Education requirements.

Dialogue during the program review process is widespread. Results of program review are discussed widely within the division or area during the process and then on an institutional level as the program review results are shared with the advisory groups, the College Council, and the Board of Trustees. Within Student Services especially, the program review results are shared with other areas during the review process. The program review and annual review update results inform other campus groups, such as Information Technology as they undergo their planning for instructional needs.

Additional examples of successful efforts and initiatives where broad-based dialogue played an important role are listed below. Space considerations prevent a description

here, but many are explained in full detail elsewhere in the self study. For each accomplishment, the group or committee with primary responsibility is shown, along with examples of other groups or committees that supported the effort. Dialogue was essential in all of these efforts.

- Development of institutional goals—College Council with input from the advisory groups and the Academic Senate.
- Development of mission statement—College Council with input from the advisory groups and the Academic Senate.
- Development of the planning and resource allocation process—College Council with input from the advisory groups and the Academic Senate [IB.1.28].
- Development of teaching evaluation process—Memorandum of Understanding between the Academic Senate and Faculty Union.
- Review of program review processes—collaboration between the Academic Affairs Advisory Group and the Academic Senate with input from the other advisory groups [IB.1.26].
- Review and revision of faculty position prioritization processes—collaboration between the Academic Affairs Advisory Group and the Student Services Advisory Group with input from the Academic Senate [IB.1.29].
- Review of board policy on faculty position prioritization processes—Academic Senate with input from the advisory groups.
- Actively reviewing board policies and administrative procedures on a variety of topics—the lead group varies, but input is then gained from a large variety of shared governance committees; the College Council makes the final recommendation to the Superintendent/President to bring recommended policies to the Board of Trustees.

Survey Results

In the 2008 Accreditation Faculty and Staff Survey, over four out of five (83 percent) respondents agreed with the statement, “I am aware of an ongoing and broad-based dialogue about student learning at MPC.” These results show that a broad-based dialogue occurs at Monterey Peninsula College and that faculty and staff members are aware of it. It follows that if faculty and staff are aware of the dialogue, then they most probably know how to participate in it as well.

Plan – Standard IB.1:

None

Evidence:

IB.1.1	MPC Committee on Committees Handbook of all shared	http://mympc.mpc.edu/Committees/COC/default.aspx
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	governance committees	
IB.1.2	MPC Academic Senate Bylaws	http://www.mpcfakulty.net/senate/Home.htm
IB.1.3	MPC Academic Senate SLO Web page	http://www.mpcfakulty.net/senate/slo.htm
IB.1.4	MPC Academic Senate flex days web page	http://www.mpcfakulty.net/senate/FlexDayInfo.htm
IB.1.5	The MPC Basic Skills Committee Web page	http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx
IB.1.6	MPC Institutional Goals and Objectives discussed at Academic Senate, minutes 4-7-07, 4-19-07	http://www.mpcfakulty.net/senate/archive06-09.htm
IB.1.7	MPC Board of Trustees policy discussed at Academic Senate, minutes 11-16-06, 12-7-06, 2-1-07, 2-15-07, 5-3-07, 5-17-07, 10-18-07, 11-1-07, 5-1-08, 9-4-08, 4-2-09, 4-23-09, 5-7-09	http://www.mpcfakulty.net/senate/archive06-09.htm
IB.1.8	Curriculum Advisory Committee Web Site	http://mympc.mpc.edu/Committees/CAC/Pages/default.aspx
IB.1.9	SLOs discussed at the MPC Academic Senate, minutes 4-19-07, 10-4-07, 10-18-07, 11-1-07, 11-15-07, 11-29-07, 2-7-08, 4-17-08, 5-1-08, 5-18-08, 9-18-08, 10-2-08, 10-30-08, 11-6-09, 11-20-08, 5-7-09, 5-21-09	http://www.mpcfakulty.net/senate/archive06-09.htm
IB.1.10	Special report to the Board of Trustees on SLOs, Board of Trustees meeting minutes 11-25-08	http://www.mpc.edu/GoverningBoard/Meeting%20Minutes/MinutesNovember25,2008.pdf
IB.1.11	SLOs discussed at Board meetings, minutes 6-24-08, 5-26-09	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx
IB.1.12	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20Bylaws

		March2007.pdf
IB.1.13	MPC Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IB.1.14	Basic Skills Initiative Committee Web site	http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx
IB.1.15	MPC Basic Skills self study	http://www.mpcfaculty.net/senate/BSI/MPC BSI Self Assessment FINAL.doc
IB.1.16	Spring 2009 Flex Days schedule	http://www.mpcfaculty.net/senate/FlexSpring09/Flex_Days_Spring_2009_FINAL.doc
IB.1.17	MPC Basic Skills Action Plan 2008-2013	http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx
IB.1.18	Examples of funding recommendations made by the Basic Skills Initiative Committee	http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx
IB.1.19	Student Success Taskforce recommendations	http://www.mpcfaculty.net/senate/StudentSuccess/Lobo-TLC1.doc
IB.1.20	Facilities Committee Web Page	http://mympc.mpc.edu/Committees/FacilitiesCommittee/Pages/default.aspx
IB.1.21	Technology Committee Web Page	http://mympc.mpc.edu/Committees/TechCommittee/default.aspx
IB.1.22	Budget Committee Web Page	http://mympc.mpc.edu/Committees/BudgetCommittee/Pages/default.aspx
IB.1.23	MPC Enrollment Advisory Committee Recommendations 2007-09	http://www.mpc.edu/collegecouncil/CollegeCouncilMinutes/CollegeCouncilJune172008/June172008-EACEnrollmentGoals2007-09.pdf
IB.1.24	Summary of program review evidence	http://www.mpcfaculty.net/accreditation/ProgRev.htm
IB.1.25	The SLO Assessment Form	http://www.mpcfaculty.net/senate/SLO-Ass/SLO_form.doc
IB.1.26	Academic Affairs program review guidelines, adopted spring 2009	http://www.mpcfaculty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IB.1.27	Policy and Communications Committee	http://mympc.mpc.edu/Committees/PACC/default.aspx
IB.1.28	Mission Statement discussed at the MPC Academic Senate,	http://www.mpcfaculty.net/senate/archive06-09.htm

	minutes 4-3-2008, 4-10-2008	
IB.1.29	Faculty Position Prioritization Process	http://www.mpcfakulty.net/senate/AAAG/Prioritization_Process-rev 7.doc

**Monterey Peninsula College
Institutional Self Study Report
Standard 1B: Improving Institutional Effectiveness**

Setting and Achieving Goals

STANDARD IB

Section 2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description:

Setting Goals

The primary framework for setting institutional goals is the Monterey Peninsula College planning and resource allocation process [IB.2.1], which is described in detail in the introduction to Standard IB. MPC sets goals and measurable objectives at a variety of levels and over both annual and multi-year time frames. The College Council is the body responsible for planning and the setting of the three-year institutional goals, and using them to implement the planning and resource allocation process. All of these goals support the mission statement, which is the main criterion against which goals are set.

The 2007-2010 Institutional Goals [IB.2.2] are as follows:

1. Promote academic excellence and critical thinking across all areas and disciplines
2. Foster a climate that promotes diversity throughout the institution
3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills
4. Create pathways to success that address the diverse, holistic needs of all MPC students
5. Provide educational programs and services in Seaside and Marina that meet community needs
6. Ensure adequate levels of personnel to support current programs and establish priorities for future growth
7. Maintain and improve district facilities

Examples of measurable objectives of these goals [IB.2.2] are as follows:

1. Articulate the meaning, value, and use of SLOs at MPC.
2. Recruit and retain a diverse collegewide community.

3. Establish and strengthen industry, government, and community partnerships.

As required in the MPC planning and resource allocation process, annual component goals are developed by each of the three vice presidents with input from their advisory groups, and presented to the College Council [IB.2.3-5]. The component goals are designed to carry out the broader, multi-year institutional goals of the college and are scheduled to be evaluated each year [IB.2.6].

Goals are also set by a variety of shared governance committees. For example, goals are set by the Academic Senate [IB.2.7], the SLO Committee [IB.2.8], and the Enrollment Advisory Committee [IB.2.9]. Goals and objectives are also set forth in various planning documents, including the Physical Master Plan [IB.2.10], the Technology Plan [IB.2.11], the Career and Technical Education Local Plan [IB.2.12], and the Educational Master Plan [IB.2.13]. The goals set by these groups are shared with the campus community in various shared governance committees including the College Council, the advisory groups, and the Academic Senate.

Evaluation – Standard IB.2: MPC meets this standard.

Monterey Peninsula College consistently sets goals and measurable objectives and works to achieve these goals and objectives. Furthermore, MPC undergoes this process at a variety of levels throughout the institution and on timescales ranging from annual to multi-year.

One example of the college recognizing a need, developing a goal and related measurable objective, and then carrying out the plan is Institutional Goal #3, “Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills,” and its associated objective, “Establish and strengthen industry, government, and community partnerships.” Evidence of MPC’s active work to achieve this goal includes the recent hiring of a Dean of Economic Development and Off-Campus Programs, a restructuring of a co-op faculty position to full time from part time, and a proposal to reorganize the structure of Academic Affairs to better serve the Career and Technical Education programs [IB.2.14]. The dean position was created specifically to strengthen ties with and obtain feedback from the local business community to enable Monterey Peninsula College to establish areas where it can expand its offerings to better serve the educational needs of its community.

Another example of an institutional goal and associated measurable objectives is Goal #1, “Promote academic excellence and critical thinking across all areas and disciplines” [IB.2.2]. Its associated objectives include, “Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms,” and “Articulate the meaning, value, and use of SLOs at MPC.” These are measurable objectives that Monterey Peninsula College has made progress on since the development of the goals in 2007. MPC has made efforts to improve distance education by appointing a Distance Education Task Force assigned to

address specific issues identified by the Academic Senate, which include many of the topics listed in the objective such as training, quality control, technical assistance, etc. Since 2007, much progress has been made in the area of SLOs. As described in the introduction to Standard IB, a framework now exists for faculty members to evaluate student attainment of SLOs and document how they will use those results to improve student learning in future semesters [IB.2.15, 16].

A third example of an institutional goal and measurable objective is Goal #4, “Create pathways to success that address the diverse, holistic needs of all MPC students” [IB.2.2]. Its associated objectives include, “Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students,” and “Improve the delivery of academic support for diverse student learners.” Based on Basic Skills Committee recommendations, the college has agreed to reassign time for a faculty member to fill the position of Basic Skills Coordinator [IB.2.17]. The Basic Skill Coordinator will work to achieve these objectives through a job description developed by the Basic Skills Committee.

The goals and objectives themselves, as well as progress on the goals, are reported to the Board of Trustees and to the campus community through the Academic Senate and All-Users emails [IB.2.18]. Progress on the goals is also communicated in a similar manner.

Survey Results

Given the successful results described in this section, it is not surprising that the number of MPC employees who think that “MPC has clearly-defined, specific institutional outcome objectives” has doubled between 2002 and 2008. In the 2002 Faculty and Staff Survey, 44 percent of MPC employees agreed with that statement. A similar statement was presented in 2008, “MPC has clearly-defined, specific institutional goals and objectives,” and 89 percent of MPC employees agreed. Given the high level of agreement about the clarity and specificity of institutional goals and objectives, it is not surprising that a large percentage of employees (87 percent) also agree with the statement, “My area or department works to achieve the institutional goals and objectives.”

Plan – Standard IB.2:

None

Evidence:

IB.2.1	MPC Resource Allocation and Planning Process	http://www.mpc.edu/collegecouncil/College Council Bylaws/MPC Planning Resource Allocation Process update 3-08 (2).pdf
IB.2.2	2007-2010 Institutional Goals	College Council 2007-08 Annual Report
IB.2.3	Component Goals –	http://www.mpc.edu/collegecouncil/College Council

	Academic Affairs	Minutes/College Council April 29 2008/Component Goals 2008-09 - Academic Affairs Draft 2.pdf
IB.2.4	Component Goals from Student Services, discussed at 4-29-08 College Council	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.2.5	Component Goals – Administrative Services	ASAG/Component Goals 2008-09 Administrative Services.pdf
IB.2.6	Evaluation of component goals in College Council	http://www.mpc.edu/collegecouncil/College Council Minutes/College Council Feb 5 2008 Minutes.pdf
IB.2.7	Academic Senate goals and objectives in recent years	http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2008-09.htm http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2007-08.htm http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2006-07.htm
IB.2.8	SLO goals and objectives	http://www.mpcfaculty.net/senate/slo.htm
IB.2.9	EAC goals and objectives	http://www.mpc.edu/collegecouncil/College Council Minutes/College Council June 17 2008/June 17 2008 -EAC Enrollment Goals 2007-09.pdf
IB.2.10	Physical Master Plan 2005	http://www.mpc.edu/mpcbond/Documents/MPCOctoberPMP.pdf
IB.2.11	Technology Plan 2001, updated version in progress 2009	http://www.mpcfaculty.net/accreditation/facilities/MPC Technology Plan 2001.pdf
IB.2.12	2008-2012 CTE Local Plan	http://www.mpcfaculty.net/accreditaion/ProgramReview/2008-2012 CTE Local Plan revision 2.doc
IB.2.13	Education-Facilities Master Plan 2004, update in progress 2009	http://www.mpcfaculty.net/accreditation/facilities/MPC Education-Facilities Master Plan2004.pdf
IB.2.14	Proposed Academic Affairs Reorganization Plan	http://www.mpcfaculty.net/senate/AAAG/ProposedAcademicAffairsReorg.doc
IB.2.15	The SLO Assessment Form	http://www.mpcfaculty.net/senate/SLO-Ass/SLO_form.doc
IB.2.16	Academic Affairs	http://www.mpcfaculty.net/Senate/ProgramReview/P

	program review guidelines, adopted spring 2009	rogramReviewAcadAffairs2009.doc
IB.2.17	MPC Basic Skills Action Plan 2008-2013	http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx
IB.2.18	Academic Senate all-users e-mails	http://www.mpcfaculty.net/senate/AllUsers.htm

Monterey Peninsula College
Institutional Self Study Report
Standard IB: Improving Institutional Effectiveness

Assessing Progress toward Achieving Goals

STANDARD IB
Section 3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description:

Monterey Peninsula College evaluates progress in achieving its stated goals in a variety of ways and at a variety of levels within the institution. At the institutional planning level, evaluation of goals is built into the MPC planning and resource allocation process [IB.3.1]. At the division and department level, the program review and annual update processes provide the framework for evaluating long-term departmental and divisional goals [IB.3.2]. Various shared governance groups also evaluate their goals regularly and report their progress to the Board of Trustees. Examples include the Academic Senate [IB.3.3] and the College Council [IB.3.4]. The regular reports to the Board of Trustees by the vice presidents and Superintendent/President also constitute regular evaluation and reports of progress on institutional goals. The planning and resource allocation process, the program review process, and many of the shared governance committees involved in these processes are described in detail in the introduction to Standard IB.

The planning and resource allocation process requires yearly assessment of progress towards achieving goals and objectives [IB.3.1]. Each year progress toward attainment of the component goals is evaluated by each of the vice presidents. These component goals provide a means to implement the multi-year institutional goals. A report on the progress toward component goals is presented to the College Council each spring by each of the vice presidents [IB.3.5-8]. A wide variety of data are used to assess progress on component goals, ranging from enrollment and student achievement data to securing new faculty, classified, or administrative positions to address areas of identified need. Examples in this area include increasing enrollments at the new MPC Education Center at Marina and the hiring of a Dean of Economic Development and Off-Campus Programs.

The program review process, completed every five or six years, is the primary process for assessing attainment of goals at the departmental and divisional level. In Academic Affairs and Student Services, the program review process requires an assessment of goals

and objectives set in the last program review cycle. The Academic Affairs program review guidelines, for example, prompts, “Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?” [IB.3.9] This assessment process uses both quantitative and qualitative data. Examples of quantitative data include student achievement data such as student retention, success, persistence, and characteristics. Description of the degree to which students are attaining SLOs is currently documented through the use of the SLO Assessment Form [IB.3.10], and is included in the program review process [IB.3.11]. Efficiency data such as FTES/FTE ratios, adjunct to full time faculty ratios, space utilization, weekly student contact hours data and expected future retirements based on age and plans of faculty members are additional examples of data used to assess accomplishment of goals and objectives in the program review process [IB.3.10, 11].

Attainment of the goal of providing for the needs of all students, as espoused in the Monterey Peninsula College mission statement, is assessed at the program review level by gauging student satisfaction as reflected in student surveys or focus group discussion, and records of student complaints. Adequacy of supplies, equipment, and facilities are gained through faculty surveys and/or other faculty driven assessment of the programs.

The Facilities Committee meets regularly to assess progress toward goals and objectives delineated in the Physical Master Plan 2005 [IB.3.12], and the Educational/Facilities Master Plan 2004 [IB.3.13]. The Facilities Committee recently evaluated progress on the Educational/Facilities Master Plan and proposed an updated list of construction priorities [IB.3.14]. This group responds to volatility in construction costs, decisions at the state level on the funding of initial and final project proposals (IPPs and FPPs), the status of the funding of education bonds at the state level, and the state of the California economy and its ability to provide matching funds for construction costs. The Facilities Committee utilizes the goals and objectives delineated in the program review documents from divisions and departments to inform their facility construction prioritization recommendations.

The Academic Senate develops goals on an annual basis [IB.3.15]. These goals support the college’s mission and the three-year institutional goals. Each spring, at or near the last meeting of the year, the Academic Senate President reports to the Board of Trustees on progress made toward goals set at the beginning of the year [IB.3.3]. The College Council chair makes a similar report, which compares accomplishments to goals established earlier in the year [IB.3.4].

Evaluation – Standard IB.3: MPC meets this standard.

Monterey Peninsula College meets this standard by following its planning and resource allocation process and its program review processes, as well as many less formal processes within many of the shared governance committees. MPC has implemented a framework for SLO assessment and planning for the purposes of improving student learning. Faculty members are starting to engage in this process, and some of the results have been promising. In the Earth Sciences Department, for example, faculty members

have investigated the level of student attainment of geology and oceanography course-level SLOs. As a result of this investigation, they have initiated collaboration with MPC learning centers, including the English and Study Skills Center and the Math Learning Center. Earth Science faculty have shared SLO and assignment expectations with faculty members in the learning centers so that the learning center staff can assist Earth Science students in a more informed way.

Examples of evaluation of the annual assessment of component goals and associated consequent planning efforts illustrate how this process addresses student learning, student access and equity, and institutional effectiveness. In Academic Affairs, one of the 2006-2007 objectives was to “Ensure that MPC maximizes student access and equity in its course offerings as well as facility utilization.” In the following year, a number of activities were successfully completed that allowed Monterey Peninsula College to attain this objective. As reported to the College Council in the 2008 assessment of Academic Affairs goals [IB.3.16], MPC was able to

- Adopt a policy of “unpacking” the schedule by offering classes over a larger variety of days and times. This effort achieved greater efficiency through wiser use of building and classroom space.
- Organize the printed Schedule of Classes in alphabetical order rather than by division for quicker and more intuitive access.
- Determine that students were willing to attend classes at times not previously offered through the use of a student survey.
- Extend the enrollment deadline to the Sunday evening prior to school start in order to lengthen the amount of time that students have to register for classes.
- Revised the “debt hold” procedure to provide students with a grace period for them to enroll and conduct college business while they settle their debt with the college.

Another of Academic Affairs goals/objectives from 2007-2008 [IB.3.6] was “In collaboration with Division Chairs and other college constituent groups, review the program review process to ensure that it informs the budget planning and strategic planning processes as well as the Educational Master Plan.” As reported to the College Council in February 2008 [IB.3.6], a subcommittee was formed to review and revise the Academic Affairs program review process. A revised Academic Affairs process was presented to the Academic Senate and College Council at the end of the spring 2009 semester and was endorsed by all of the shared governance committees.

Examples from Administrative Services involve the initiation of the MPC Education Center at Marina and the allocation and expenditure of bond funds to serve the needs of identified Monterey Peninsula College students in all areas of the service area. From the Administrative Services goals/objectives from 2006-2007 [IB.3.17], one of the goals was, “Construction: Begin site utilities infrastructure, complete the Physical Education stadium, athletic field, and building 24, and implement preliminary plans for the Student Services Building, and the MPC Education Center at Marina.” In the February 2008 assessment of goal attainment presented to the College Council [IB.3.8], Administrative Services reported that the Education Center at Marina... is open and functioning. Also,

the MPC Community Stadium, athletic field, and building 24 are all completed and serving student needs.

The processes reported here, including the planning and resource allocation process [IB.3.1], the program review processes, the SLO process, and the regular practice of certain shared governance committees, including the Academic Senate and the College Council, are all new, having been implemented in the last six years following MPC’s last accreditation cycle. They all represent improvements in the practice of using data to evaluate the attainment of goals and objectives.

These improvements are clearly reflected in the survey results associated with the accreditation self studies in 2002 and 2008. Survey results from 2002 show that at that time employees did not believe that MPC evaluated the achievement of its goals or documents the accomplishment of its institutional outcomes. In 2002, only 37 percent of respondents agreed with the statement, “MPC effectively documents the achievement of its institutional outcomes.” Furthermore, in 2002, 56 percent of respondents agreed with the statement, “College research is incorporated into college planning and evaluation.”

The 2008 results were much better. In 2008, 72 percent of faculty and staff agreed with the statement, “I know that MPC uses evidence to assess achievement towards its goals and objectives.” Furthermore, in 2008, 73 percent of faculty and staff agreed with the statement, “College research is incorporated into college planning and evaluation.” Both of these results represent substantial increases since the last accreditation cycle and illustrate the success of MPC’s newly implemented institutional processes.

Plan – Standard IB.3:

None

Evidence:

IB.3.1	MPC Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.%20CC%2011-4-08.pdf
IB.3.2	Summary of program review evidence	http://www.mpcfaculty.net/accreditation/ProgRev.htm
IB.3.3	Academic Senate Annual Report presented at Board of	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx

	Trustee meetings, minutes 6-24-08, 5-26-09	
IB.3.4	College Council presents annual report at Board of Trustees meetings, minutes 6-24-09	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx
IB.3.5	Component Goals – Academic Affairs	http://www.mpc.edu/collegecouncil/College Council Minutes/College Council April 29 2008/Component Goals 2008-09 - Academic Affairs Draft 2.pdf
IB.3.6	Component Goals – Administrative Services	ASAG/Component Goals 2008-09 Administrative Services.pdf
IB.3.7	Component Goals from Student Services, discussed at 4-29-08 College Council	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.3.8	Evaluation of Attainment of Goals in College Council Minutes 2-5-08	http://www.mpc.edu/collegecouncil/College Council Minutes/College Council Feb 5 2008 Minutes.pdf
IB.3.9	Academic Affairs program review guidelines for 2004-2009 and 2009-	http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc http://www.mpcfaculty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IB.3.10	The SLO Assessment Form	http://www.mpcfaculty.net/senate/SLO-Ass/SLO_form.doc
IB.3.11	Academic Affairs program review guidelines, adopted spring 2009	http://www.mpcfaculty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IB.3.12	Physical Master	http://www.mpc.edu/mpcbond/Documents/MPCOctober

	Plan 2004	PMPIntro.pdf
IB.3.13	Facilities/Education Master Plan 2005	http://www.mpcfaculty.net/accreditation/facilities/MPC Education-Facilities Master Plan2004.pdf
IB.3.14	Facilities Projects – Current Priorities 2008	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20April%202015%202008/Facility%20Projects%20Priorities-%20CC%20and%20Brd%20approved%204-2008.pdf
IB.3.15	Academic Senate goals and objectives in recent years	http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2008-09.htm http://www.mpcfaculty.net/senate/GoalsObjectives/goals2007-08.htm http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2006-07.htm
IB.3.16	Examples of mid-year component goals reports and evaluation in College Council minutes 2-5-08	http://mympc.mpc.edu/Committees/BudgetCommittee/Pages/default.aspx
IB.3.17	Administrative Services component goals, as discussed at the 3-27-07 College Council meeting	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes%20and%20Agendas%20%202007/Forms/AllItems.aspx

**Monterey Peninsula College
Institutional Self Study Report
Standard IB: Improving Institutional Effectiveness**

Planning: A Broad-Based Process

**STANDARD IB
Section 4.**

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description:

The Monterey Peninsula College planning and resource allocation process, implemented by the College Council, is the institutional process into which all ideas for planning and requests for resource allocation flow [IB.4.1]. The Academic Senate plays a similar role for issues centering on academic and professional matters, as stipulated by the California Education Code. The planning and resource allocation process, described in detail in the introduction to Standard IB, is designed to be highly transparent and accessible to all campus personnel through College Council representatives, the division and area chairs on the advisory groups, and through the program review process. The program review process, the broad-based constituency of the College Council, and the role of the advisory groups are all carefully described in the introduction to Standard IB. A shorter description, emphasizing the broad-based nature of the planning and the efforts to improve institutional effectiveness is provided in the following paragraphs.

The College Council and Broad-Based Planning

The College Council is the primary broad-based constituency group that endorses planning, board policy, and resource allocation decisions. The scope and function of the College Council was recently over-hauled in 2007 shortly after the arrival of a new Superintendent/President. By design, the College Council is the principle, broad-based, shared governance committee that assures campuswide representation and broad-based dialogue on any issue that the Superintendent/President brings to the Board of Trustees [IB.4.2]. The College Council has broad representation. The three principle components of MPC's organizational structure—Academic Affairs, Student Services, and Administrative Services—are represented at College Council by the three vice presidents. Each of these three vice presidents receives input concerning issues of planning and resource allocation from their respective advisory groups, composed of the chair of each division or area in the component. Each of the division or area chairs brings information from the advisory groups back to their divisions or areas and receive feedback, which they bring back to the advisory groups and then the College Council for further dialogue

(see fig 1 in the introduction to Standard IB). Perspectives from a wide range of constituencies are also garnered through the College Council's diverse membership, which includes seven faculty members, including the Academic Senate and union presidents, four classified members, the three vice presidents, and two administrative management members. The Superintendent/President is a non-voting, ex-officio member.

The primary issues that the College Council addresses are those planning, board policy, and resource allocation issues that the Superintendent/President must bring to the Board of Trustees for approval. For planning, the College Council develops institutional goals every three years (described in detail in sections IB.2 and IB.3) and reexamines the mission statement every three years to ensure that it remains accurate and viable (described in detail in section IA.3) [IB.4.1]. For board policy issues, the College Council is the final committee that reviews and approves the recommended policies before the Superintendent/President brings them to the Board of Trustees. Before submittal to the College Council, proposed board policies are circulated to a wide variety of the shared governance committees which review the proposed policies with varying levels of scrutiny depending on the individual committee's role. The Policy and Communications Committee (PACC) controls distribution of proposed policies to various shared governance committees [IB.4.3]. For resource allocation issues, the College Council makes the final recommendations to the Superintendent/President with abundant input on prioritization from the three advisory committees.

The program review and associated action plan processes [IB.4.4] provide essential information on the needs of divisions and areas to the College Council and other shared governance committees responsible for particular aspects of resource allocation, such as the Information Technology and the Facilities Committee. The College Council ultimately recommends how resources should be allocated, based in large part on prioritized action plans and information in program reviews and their associated annual updates. The program review process is integral to the broad-based nature of the planning and resource allocation process, because it allows each staff and faculty member to participate with ideas or suggestions on how funds should be distributed. Program reviews are generated in each department on a regular cycle. Action plans are generated annually and each action plan, or resource allocation request, must support at least one of the three-year institutional goals. Lists of action plans are prioritized first at the division or area level, second at the advisory groups, and finally at the institutional level by the vice presidents for final recommendation by the College Council.

Other Opportunities for Broad-Based Participation

New faculty position prioritization, technology, and facilities planning are other processes that garner broad-based participation. All of these processes are informed by program review and generate recommendations that are submitted to the College Council. Each new faculty position request [IB.4.5] originates at the division or department level where needs identified in program review and quantitative and qualitative data are used to support the request. All of the requests are shared at the appropriate advisory groups where dialogue results in a prioritization of the requests. The exact procedure, by which

this prioritization takes place, recently underwent considerable review and dialogue. The issue was how to best incorporate input from both the Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG), both of which contain divisions or areas with faculty members. Requests for new faculty positions and the subsequent prioritization of these requests is exposed to widespread dialogue and review across many disciplines.

Information Technology [IB.4.6] and the Facilities Committee [IB.4.7] also make recommendations about resource allocation after incorporating input from a broad-based constituency. The seats on their committees are broad-based and have multiple seats for faculty and classified representation. Program review, annual updates, and action plans from all areas of campus inform their decisions. Both groups present plans to the College Council and appropriate advisory groups for input and approval.

Evaluation – Standard IB.4: MPC meets this standard.

The planning process guarantees broad-based involvement and offers opportunities for input by appropriate constituencies. The College Council implements the planning and resource allocation process (See introduction to Standard IB), which integrates program review as well as a multitude of other shared governance committees. In addition, major constituencies are represented on the College Council itself, including the Academic Senate President, the Faculty Union President, classified staff, the management team, and the vice presidents.

In the area of curriculum and academic and professional matters, broad-based involvement is guaranteed by representation from all of the instructional divisions on the Academic Senate and the Curriculum Advisory Committee. Examples of this kind of broad-based involvement in planning in these areas include the 2007 review of the mission statement [IB.4.8] and the development of 2007-2010 institutional goals [IB.4.9, 10]. The Academic Senate participated heavily in this process and requested faculty participation through All-Users emails [IB.4.11]. The Academic Senate goals were developed through the participation of Academic Senate representatives who engaged in dialogue with their own divisions about where the Academic Senate should be focused. The goals for the SLO Coordinator and the SLO Committee were developed in a similar manner.

Program review and action plans are an integral part of the planning and resource allocation process [IB.4.1]. Widespread participation in the program review process is additional evidence that planning is broad-based at MPC [IB.4.4]. The new faculty position prioritization process is a specialized process rooted in program review [IB.4.5]. New faculty position requests are reviewed by a variety of groups before being prioritized by the advisory groups and submitted to the College Council.

The planning process results in allocation of resources. Major initiatives toward which the College Council has recently recommended allocation of resources are all closely aligned with attaining the institutional goals. Examples include hiring a Dean of

Economic Development and Off-Campus Programs and hiring two net new (non-replacement) faculty positions—a Math Learning Center Coordinator and a Physical Education faculty member that will lead the baseball program. A variety of action plan items have also been recommended for funding. The planning and resource allocation process is relatively new, having been established in 2007. Resources were allocated to initiatives aimed at serving MPC’s student population before 2007 as well. Examples of these include efforts to establish the Education Center at Marina and the Public Safety Training Center at Seaside.

When resources are not available, the college has identified and secured alternative funding sources. The main obstacle to funding all of the funding requests to more fully serve students is the lack of adequate funding from the state of California. Most California community colleges are perennially and chronically under funded. Unfortunately, most funding requests go unfunded. To augment state funding, Monterey Peninsula College has identified and secured alternative funding from a variety of sources. The first is the taxpayers within the service area. In 2002, voters passed Proposition 39 Measure I, a bond for construction of new facilities and renovation of existing facilities and infrastructure. Since 2002, a variety of projects have been completed, including a new stadium, playing fields, infrastructure, gym floors, a child development center, and renovations to many classrooms. More projects remain on schedule to be completed soon, including a new Student Services building and renovation of the Business and Computer Science, Humanities, old Student Services, Physical Science, Life Science, Theater, and Music buildings [IB.4.12].

Another source of funds is local donations to the Monterey Peninsula College Foundation. The Foundation funds a variety of initiatives including annual academic excellence awards, which fund proposals from faculty members to improve student learning in a variety of areas. The Foundation has also contributed to a variety of facilities projects, enabling the college to upgrade the quality of facilities from what the state of California would have funded [IB.4.13].

The planning and resource allocation process has improved institutional effectiveness. MPC’s mission statement is to meet the needs of a diverse student population in the service area. The planning and resource allocation process has helped the college meet those needs by allocating funds for the projects listed below, each of which serves the needs of a distinct group of students.

- Development of the Education Center at Marina has allowed convenient access to the college’s diverse programs and services in the fastest growing region of its service area.
- Development of the Public Safety Training Center at Seaside allows the district to address the needs of students desiring training in public safety and positions MPC to provide education in the area of homeland security. It also enables the district to serve the educational and training needs of local fire and police agencies.

- Realignment of administrative responsibilities to hire a Dean of Economic Development and Off-Campus Programs allows the district to address workforce and industry needs identified in workforce and community needs surveys.
- Allocation of bond funds allows the district to address the goals and objectives of the Physical Master Plan [IB.4.14] and recent updates [IB.4.12]. These efforts upgrade outdated infrastructure, dilapidated buildings, and, in some cases, unsafe facilities.
- Establishment of two net new (non-replacement) faculty positions allows the college to improve student learning in Physical Education (new baseball coach) and Math (new Math Learning Center Coordinator).
- Another faculty position was reconfigured after a retirement to create a full-time Cooperative Education position. This position strengthens the college's commitment to workforce and economic development, as stated in one of the 2007-2010 institutional goals [IB.4.15].

Survey results

In the 2002 the Accreditation Faculty and Staff survey, 53 percent of respondents agreed that, “Program review processes are integrated into institutional evaluation and planning.” In 2008, 68 percent of respondents agreed with the statement, “I know my area’s program review and action plans are integrated into the college’s planning and resource allocation process.” Furthermore, 81 percent agree with the statement, “I am aware of an ongoing and broad-based dialogue about student learning at MPC.” These results show that with the implementation of the planning and resource allocation process, more faculty and staff have been made aware of how the process works and believe that input and dialogue about the decisions are garnered from a wide swath of college constituencies.

Plan – Standard IB.4:

None

Evidence:

IB.4.1	Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College Council Bylaws/MPC Planning Resource Allocation Process update 3-08 (2).pdf
IB.4.2	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20BylawsMarch2007.pdf
IB.4.3	Policy and Communication Committee Web Site	http://mympc.mpc.edu/Committees/PACC/default.aspx
IB.4.4	Program Review	http://www.mpcfaculty.net/accreditation/ProgRev

	examples	.htm
IB.4.5	Faculty Position Request form and Prioritization process	http://www.mpcfaculty.net/accreditation/AAAG/Faculty Request Form - Year 2009-2010.doc http://www.mpcfaculty.net/senate/AAAG/Prioritization Process-rev 7.doc
IB.4.6	Technology Committee Web Site	http://mympc.mpc.edu/Committees/TechCommittee/default.aspx
IB.4.7	Facilities Committee web site	http://mympc.mpc.edu/Committees/FacilitiesCommittee/Pages/default.aspx
IB.4.8	Mission Statement discussed at the MPC Academic Senate, minutes 4-3-2008, 4-10-2008	http://www.mpcfaculty.net/senate/archive06-09.htm
IB.4.9	MPC Institutional Goals and Objectives discussed at Academic Senate, minutes 4-7-07, 4-19-07	http://www.mpcfaculty.net/senate/archive06-09.htm
IB.4.10	Institutional Goals at College Council, Minutes 11-6-07, 11-20-07, 12-18-07,	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.4.11	All Users e-mails from the Academic Senate President	http://www.mpcfaculty.net/senate/AllUsers.htm
IB.4.12	Facilities Projects, priorities as of 2008	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20April%2015%202008/Facility%20Projects%20Priorities-%20CC%20and%20Brd%20approved%204-2008.pdf
IB.4.13	MPC Foundation Web site	http://www.mpc.edu/foundation/Pages/MPCF_ABOUT_Default.aspx
IB.4.14	Education-Facilities Master Plan 2004 and Physical Master Plan, 2005	http://www.mpcfaculty.net/accreditation/facilities/MPC Education-Facilities Master Plan2004.pdf http://www.mpc.edu/mpcbond/Documents/MPC OctoberPMP.pdf
IB.4.15	2007-2010 Institutional Goals	College Council 2007-08 Annual Report

**Monterey Peninsula College
Institutional Self Study Report
Standard 1B: Improving Institutional Effectiveness**

Communicating Data and Quality Assurance

**STANDARD IB
Section 5.**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description:

Data Collection

Monterey Peninsula College collects many different types of assessment data. The college collects data to assess enrollment and demographic trends as well as student achievement data. The college is starting a long-term campaign to assess student attainment of student learning outcomes (SLOs) and use them as an integral part of the planning and resource allocation process.

Enrollment and demographic data provide an overall view of the college's student population and allows comparison to the demographic data within its service area. These data are compiled in the MPC profile [IB.5.1]. Participation rates by city of residence, ethnicity, and gender are periodically monitored to ensure equitable access [IB.5.2 and MPC Demographics report].

Student achievement data, including retention, persistence, and student success data, are collected for each class every semester. These data are stored in excel spreadsheets available on the MPC intranet through the Office of Institutional Research. The data in the spreadsheets can be sorted by division, department, student cohort, or various other categories. These data are available to all faculty and staff at the college and are used regularly in program review self studies.

Students are regularly assessed for placement into English, ESL, and math courses at. The results are regularly compared to student achievement data to ensure that the college is placing students into the correct course and that they are achieving equitable access and have the best chance of success [IB.5.4].

The Career and Transfer Resource Center makes efforts to track Transfer Admission Agreements (TAAs) and actual transfers [IB.5.6]. This effort relies on students volunteering information for use by the college. The majority of transfer students avail

themselves of the services provided by the Career and Transfer Resource Center and some students pursue transfer on their own.

Program review is the fundamental assessment of quality at the division and department level. Full program reviews are completed every five or six years for most programs and have an annual update component. Program review data include student success, retention, and persistence data, job placement data for Career and Technical Education (CTE) programs, and curriculum information. The program review process is currently being revised to include information about improving student learning based on the assessment of student attainment of SLOs. The results are used as the basis for improving instruction at the division and department level and for requesting resources through the planning and resource allocation process. These processes are described in detail in the introduction to Standard IB.

Student attainment of SLOs at the course level is currently recorded on the SLO assessment form. The form is designed to prompt department and division dialogue about student success at the course and program level [IB.5.7]. A revised Academic Affairs process was presented to the Academic Senate and College Council at the end of the spring 2009 semester and was endorsed by all of the shared governance committees. With this new process SLOs will play a larger role in the program review process in the near future.

Some CTE programs, such as Nursing [IB.5.9], collect job placement data and use it in their analyses of effectiveness. In programs such as Nursing where the demand for new graduates is high, the job placement rate is outstanding. In other CTE programs, the data are more spotty and anecdotal.

Instructor evaluations are another type of assessment used to ensure the quality of teaching. The results are shared with the instructor undergoing evaluation, the evaluating team, and the supervisor. Teacher evaluations are filed in Human Resources [IB.5.10]. Classified and administration/ management personnel are systematically evaluated to ensure the quality of services in support of student learning [IB.5.11].

Finally, although not technically an assessment, quality of curriculum is assured through the efforts of the Curriculum Advisory Committee (CAC). The CAC is composed of faculty representatives from all the instructional areas as well as the articulation officer and an instructional dean [IB.5.14]. Course curriculum is reviewed at a minimum of every five years as part of the program review process. Course outlines of record are compared to criteria and standards of quality as outlined by Title 5 of the California Code of Regulations. In addition, certain CTE programs (e.g., Nursing, Dental Assisting, Medical Assisting, Fire Academy, and Police Academy) follow strict curricular guidelines from outside agencies. Monterey Peninsula College has chosen to adopt these guidelines along with Title 5 of the California Code of Regulations as internal standards of quality. They are described in discipline-oriented accreditation reports which are approved by the Board of Trustees and subsequently shared with the public.

Communicating Assessment Results

Monterey Peninsula College communicates assessment results to a variety of constituents and by a variety of methods. Assessment of student learning at the course and program level is often an integral part of discussion and dialogue at the department and division meetings. As use of the SLO Assessment Form [IB.5.7] becomes more widespread, the ensuing dialogue about student attainment of SLOs is becoming more widespread as well. Results of quality assessment are communicated to a general college constituency through program review, minutes of shared governance meetings, presentations by college leadership at flex days and at Board of Trustees meetings, and through All-Users emails. Assessment results are communicated to the general public through accreditation self evaluations, presentations at community events, presentations to the Board of Trustees, and through the Accountability Reporting for the Community Colleges (ARCC).

Assessments of student learning through the SLO process are currently recorded on the SLO Assessment Form [IB.5.7]. The results are used at the department or division level as a basis for dialogue about student learning and for planning strategies for the improvement of student learning. The revised Academic Affairs program review process includes incorporation of the themes currently within the SLO Assessment Form and annual update process. In the future, assessment of SLOs may be the fundamental way in which student learning is used as a basis for dialogue for improvement of effectiveness at Monterey Peninsula College.

The program review process is one of the fundamental ways by which results of quality assessment are communicated first to internal college audiences, and later to a more public audience through presentations to the Board of Trustees. Program review addresses quality in a variety of ways. It is described in detail in the introduction to Standard IB.

Internal review and dialogue within the college shared governance committees about the goals, proposals, action plans, and reports of various committees is another method of communicating quality assessment with internal audiences. Examples include three different committees, all of which used student achievement data supplied by the Office of Institutional Research. They include the Basic Skills Committee, which investigated student success in a variety of basic skills courses [IB.5.15]; the Student Success Task Force, which investigated student success and persistence of a variety of student cohorts [IB.5.16]; and the Enrollment Advisory Committee which has investigated a variety of methods to improve enrollment, many of which involve ways to more efficiently and effectively serve student needs [IB.5.27].

College leadership regularly communicates quality assessments to its constituencies through the use of All-Users emails and presentations during flex days [IB.5.17, 18]. During the spring 2009 flex days, for example, the Academic Senate President communicated how the results of faculty and staff surveys in the area of institutional effectiveness have improved since the last accreditation cycle in 2002 [IB.5.28].

The college reaches out to and communicates quality to local governmental, educational, and business groups through presentations at their meetings. The Superintendent/President and/or vice presidents regularly attend these meetings, and report on these types of activities at every Board meeting. Examples of the kinds of groups that the Superintendent/President has met with include superintendents and principals meetings, Rotary Club meetings, City Council meetings, and City Manager groups [references for all these exist; check with Standard IVA for more details].

Monterey Peninsula College communicates quality assessment to the public through its website, through minutes from shared governance committees, and through events designed to bring MPC leadership together with leadership from business, community, and governmental organizations. The college website [www.mpc.edu] contains information on the Board of Trustees, the Citizen's Bond Oversight Committee, as well as a variety of shared governance committees. The minutes from the Board of Trustees and these committees contain information on quality assessment and the available minutes can convey this information to the public. The Citizens' Bond Oversight Committee, for example, monitors bond-related expenditures and has quarterly public meetings where progress and expenditures related to the bond are reported [IB.5.21]. The meetings are open to the public and quality can be ascertained from the appropriateness and timeliness of bond-related expenditures. This group regularly reports positive progress and developments to the Board of Trustees.

Board of Trustees meetings are perhaps the most accessible, regularly scheduled events where the public can hear about the quality educational services offered at the college. A regular agenda item at the beginning of every board meeting is the "Institutional Report," in which personnel from different programs or services delivers a presentation to the Board.

The annual President's Address to the Community is another means by which the college communicates with the community. Organized by the Monterey Peninsula College Foundation, this event is designed to bring community business and government leaders together, meet MPC leadership, and hear the Superintendent/President give an address about the successes and accomplishment of the college and its students. Each year, a community member who has been instrumental in supporting some aspect of the college is honored with an award. In 2009, for example, the college honored Sherman Smith, a 32-year member of the Board of Trustees.

Accreditation self studies, mid-term reports and progress reports are perhaps Monterey Peninsula College's most consistent quality assessments. These documents are reviewed by the advisory groups, the Academic Senate, and the College Council; approved by the Board; and available to the public on the college website and in the library [IB.5.8].

Finally, student achievement data is reported to the Accountability Reporting for the Community Colleges [IB.5.22]. Various types of student achievement and basic skills data are reported annually and are eventually made available to the public.

Evaluation – Standard IB.5: MPC meets this standard.

Monterey Peninsula College communicates a variety of assessment results through a variety of channels. Program review, proposals and reports from a variety of committees, flex day presentations, and All-Users emails are all used to communicate quality assessment results to an internal audience. The college web site; The President’s Addresses to the Community; and administrative participation at community, government, and business meetings are all used to communicate quality assessment results to a wider, public audience.

Monterey Peninsula College does a good job of communicating assessment results to internal audiences. Student achievement data are primarily communicated through the program review process. In Academic Affairs, participation in program review is widespread. Inclusion of student achievement data occurs in all program reviews. Participation and respect for the process is improving as a change in leadership has placed more emphasis on review and dialogue with a support group during the process, at the Academic Affairs Advisory Group meetings, at College Council, and at Board of Trustees meetings.

The initiation of recent initiatives shows that communication of assessment quality through reports given by the Basic Skills Committee, the Student Success Task Force, and the Enrollment Advisory Committee has been excellent. Basic Skills funds from the State of California have recently been allocated [[College Council minutes, basic skills proposal guidelines](#)]. Criteria for judging proposals were based on assessments of quality undertaken by the Basic Skills Committee and then communicated to the college community through reports and dialogue at shared governance committee meetings.

Monterey Peninsula College’s communication of quality to the public is excellent. The most direct evidence that the college effectively communicates quality assurance to the public is through surveys of the public. In 2002, the college conducted a telephone survey of likely voters in the service area to ascertain whether they would likely vote for a facilities bond [IB.5.25]. The survey results indicated that the public does indeed view Monterey Peninsula College as a high quality institution and that, by inference, the college does indeed do an excellent job of communicating the quality of its offerings to the public. The results of the telephone survey show the following:

- 87 percent of respondents stated a favorable opinion of Monterey Peninsula College (1 percent did not know).
- 72 percent indicated that the “overall quality” of Monterey Peninsula College was either excellent or good (12 percent did not know).
- 67 percent indicated that the “quality of education” at Monterey Peninsula College was either excellent or good (18 percent did not know).

The results of the Noel-Levitz Student Satisfaction Inventory corroborate these findings. The item, “This institution has a good reputation within the community received a rating from students of 5.85 (out of 7).

A less direct way to measure the degree to which the college communicates institutional quality to the public is to assess the number and quality of scholarships and financial contributions donated to MPC. The college has three major and several minor scholarships. These scholarships include three \$20,000 scholarships: the Baskin Scholarship, the Pister Scholarship, and the Matsui Scholarship. The college attracts these large scholarships, because institutional assurance has been effectively communicated to the donors. Well over a million dollars have been donated to improve college facilities over the years. Dollar amounts in six figures have consistently been donated through the MPC Foundation to improve specific facilities, including the large lecture forum and Language Lab in 2000, the Library and Technology Center in 2003-2005, and the Community Stadium and Fitness Center in 2006-2008. Such generous donations would not occur if the college had not effectively communicated the quality education it offers to the general public.

Another indirect way to measure the degree to which the college communicates institutional quality to the public is recognition of the high level of community participation in the MPC Foundation. The Foundation Board membership list looks like a “who’s who” of Monterey civic, business, and community leaders. The Board of Directors has 25 members and another 12 serve on an advisory council. The volunteer rate on the MPC Foundation Board is unusually large and impressive, and speaks to the high quality of instructional and support programs that the college offers to the community and to the degree to which it has communicated this high level of quality.

Survey Results

In 2008, 70 percent of respondents to Accreditation Faculty and Staff Survey agreed with the statement, “I know what progress MPC has made in achieving its goals during the last few years.” Because achieving goals and objectives is a demonstration of quality, this high percentage of faculty and staff shows that the college effectively communicates matters of quality to its employees.

Plan – Standard IB.5:

In adopting a continuous quality improvement philosophy, Monterey Peninsula College will ensure that programs, divisions and areas, adhere to established timelines in conducting their program reviews. Information from these program reviews will be disseminated campuswide.

Evidence:

IB.5.1	MPC Profile	http://www.mpcfaculty.net/accreditation/InstResearch/MPC_Profile2007.doc
IB.5.2	Office of Institutional Research Web site	http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/default.aspx
IB.5.3	Retention and Success rates	http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Data%20Mining%20Spreadsheets/Forms/AllItems.aspx
IB.5.4	Course placements	Need to post on website
IB.5.5	Persistence rates	http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fPresidentsOffice%2fInstitutionalResearch%2fShared%20Documents%2fc%20%2d%20Student%20Success&FolderCTID=%2f7b787C6446%2db497%2d4B3A%2d89C0%2dC7C6D0A77DA9%7d
IB.5.6	Transfers	http://www.mpc.edu/studentservices/ctrc/Pages/default.aspx
IB.5.7	SLO Assessment form	http://www.mpcfaculty.net/senate/slo.htm
IB.5.8	MPC Accreditation self studies and reports	http://www.mpcfaculty.net/accreditation/home.htm
IB.5.9	Nursing Job Placement Data	http://www.mpcfaculty.net/accreditation/Accreditation/cte/NursingJobPlacement.docx
IB.5.10	Faculty evaluation guidelines	http://mympc.mpc.edu/academics/AcademicAffairs/Faculty%20Evaluation%20Forms%20and%20Process/Forms/AllItems.aspx (currently empty)
IB.5.11	Classified and Management/ Administration evaluation guidelines	http://mympc.mpc.edu/AdministrativeServices/HR/Pages/HRForms.aspx
IB.5.12	Program review guidelines	http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc
IB.5.13	Program review reports	http://www.mpcfaculty.net/accreditation/ProgRev.htm
IB.5.14	Curriculum Advisory Committee	http://mympc.mpc.edu/Committees/CAC/Pages/CACMeetingMinutes.aspx
IB.5.15	Basic Skills Initiative data	http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Shared%20Documents/Forms/AllItems.a

		spx?RootFolder=%2fPresidentsOffice%2fInstitutionalResearch%2fShared%20Documents%2fc%20%2d%20Student%20Success&FolderCTID=&View=%7b787C6446%2dB497%2d4B3A%2d89C0%2dC7C6D0A77DA9%7d
IB.5.16	Student Success Task Force Data	http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/default.aspx?RootFolder=%2fPresidentsOffice%2fInstitutionalResearch%2fShared%20Documents%2fc%20%2d%20Student%20Success&FolderCTID=&View=%7bDCC1561C%2d2371%2d4AA5%2dAE7F%2d1995C991629C%7d
IB.5.17	President's "All Users" email updates	http://www.mpcfaculty.net/accreditation/president.htm
IB.5.18	Academic Senate President All Users e-mail	http://www.mpcfaculty.net/senate/AllUsers.htm
IB.5.19	President's address to the community	http://www.mpcfaculty.net/accreditation/president.htm
IB.5.20	Board of Trustees presentations	http://www.mpc.edu/GoverningBoardofTrustees/Pages/GoverningBoardofTrusteesMinutes.aspx
IB.5.21	Citizens' Bond Oversight Committee	http://www.mpc.edu/mpcbond/CitizensBondOversight/Pages/default.aspx
IB.5.22	ARCC	http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx
IB.5.23	Info from MPC Foundation	Coming soon
IB.5.24	2002 Survey results	http://www.mpcfaculty.net/accreditation/InstResearch/SurveyResults2002.doc
IB.5.25	2002 telephone survey for the bond	Hard copy only
IB.5.26	Core Indicators for CTE	http://webdata2.cccco.edu/Summary_export.cfm
IB.5.27	Enrollment Advisory Committee	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20June%2017%202008/June%2017%202008%20-EAC%20Enrollment%20Goals%202007-09.pdf
IB.5.28	Spring 2009 Flex day presentation	http://www.mpcfaculty.net/senate/FlexSpring09/Spring09.ppt

**Monterey Peninsula College
Institutional Self Study Report
Standard 1B: Improving Institutional Effectiveness**

Reviewing the Planning and Resource Allocation Process

**STANDARD IB
Section 6.**

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description:

Essentially all of the college's processes have been reviewed and revised in the last six years. Until about 2006, MPC's planning was under the purview of the Strategic Planning Steering Committee (SPSC). That committee, after review by an interim Superintendent/President in 2005-2006 and a new Superintendent/President in fall 2006, was disbanded. The whole planning process was extensively reviewed during these years. Responsibility for planning was assigned to the College Council (see the introduction to Standard IB) [IB.6.1]. A new planning and resource allocation process was introduced and implemented in 2007 [IB.6.2]. (See the introduction to Standard IB). The new planning and resource allocation process has redefined how planning, goal setting, evaluation of goals and objectives, and the allocation of resources is accomplished. The planning and resource allocation process has been reviewed each year since 2007, and small revisions have been implemented each time [IB.6.3]. With its improved transparency over the old system, participation and confidence in the system have improved throughout the institution.

Evaluation – Standard IB.6: MPC meets the standard.

Annual evaluation is an integral part of the planning and resource allocation process [IB.6.2]. Each year, the vice presidents from each of the college components—Academic Affairs, Student Services, and Administrative Services—report to the College Council on the progress that they have made on their annual component goals. This is a very transparent way to demonstrate accomplishment of goals and objectives, as well as a way to evaluate progress and the efficiency of the whole process.

Monterey Peninsula College regularly reviews and modifies all aspects of its planning and resource allocation process [IB.6.3]. All aspects of these processes and plans have been reviewed and revised in the last six years. Although these reviews are not “systematic” in that there is no predefined time period in which to engage in these

reviews, all of the major processes are reviewed for their effectiveness within a six-year accreditation cycle.

As part of its quest for continuous quality improvement, the college has reviewed and revised other processes in the last few years, most of which have planning or resource allocation implications. Many of these reviews and revisions were caused by the budget crisis, which has prompted review, reflection, and prioritization of all the things that the college does. As examples, the college is currently reviewing the following aspects of its operations:

- **The Schedule.** The district currently has an “early spring” semester that is not widely used. To improve efficiency, Monterey Peninsula College is considering eliminating the early spring semester and implementing longer and more flexible summer sessions.
- **The Catalog.** The district has switched to publishing its catalog from annually to every two years. Updates are published online. These changes will increase college efficiency.
- **Relationships with Local Industry.** Monterey Peninsula College has recently established a position of Dean of Economic Development and Off-Campus Programs. The goal here is to increase partnerships with local industry and to become more efficient at meeting the needs of students who desire local employment.
- **Organization of Academic Affairs.** The college is currently considering the internal organization of the Academic Affairs component. One of the concerns is giving the Career and Technical Education programs all of the administrative support they need in order to thrive and grow. Currently, these programs are organized into a variety of instructional divisions. This reorganization effort led to a series of retreats that enabled Career and Technical Education faculty and administrators to reflect together on the kinds of support that their programs needed in order to thrive.
- **Leadership for the Library.** The Monterey Peninsula College Library Director position has been vacant for the last few years. Two searches failed to attract quality applicants. To rectify this situation, MPC hired an outside consultant to advise the college on how to structure the oversight of its library and learning centers so that a qualified applicant could be found.

Plan – Standard IB.6:

None

Evidence:

IB.6.1	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20BylawsMarch2007.pdf
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IB.6.2	Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.6.3	Planning and Resource Allocation Process revised at College Council, Minutes 3-4-08, 9-16-08, 10-7-08	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IB.6.3	Program review – explanation of process	http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc
IB.6.4	Facilities Committee meeting minutes	Suzanne is looking for these
IB.6.5	Technology Master Plan 200X	Hard copy only. Could be scanned
IB.6.6	2002 Survey results	http://www.mpcfaculty.net/accreditation/InstResearch/SurveyResults2002.doc
IB.6.7	2001 Technology Plan	http://www.mpcfaculty.net/accreditation/facilities/MPC%20Technology%20Plan%202001.pdf
IB.6.8	Faculty evaluation	http://mympc.mpc.edu/academics/AcademicAffairs/Faculty%20Evaluation%20Forms%20and%20Process/Forms/AllItems.aspx

**Monterey Peninsula College
Institutional Self Study Report
Standard 1B: Improving Institutional Effectiveness**

Improving Programs and Services

**STANDARD IB
Section 7.**

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description:

Monterey Peninsula College program review processes have been reviewed and revised many times since the last accreditation visit. The Academic Affairs program review process was revised in 2004 and again in 2009 [IB.7.1]. One of the most important changes that occurred during the 2009 revision cycle was the incorporation of SLOs into the Academic Affairs program review process. Instructional divisions can now use student attainment of SLOs, and the integrated dialogue, as rationale for resource allocation requests. In this way, the college has linked the SLO process with the planning and resource allocation process. In the newly revised Educational Master Plan [IB.7.2], one of the long-term goals is to become more proficient at using this process as an integral step as the college plans and allocates its resources.

The Student Services program review process was reviewed and revised in 2008 [IB.7.3]. The Administrative Services program review process was reviewed and revised in 2006 [IB.7.4]. The Facilities Master Plan, developed in 2004 [IB.7.5], was reviewed and revised in 2008 [IB.7.6]. As of this writing, the Technology Plan and Education Master Plan, originally developed in 2001 [IB.7.7], is currently being reviewed and revised. Faculty evaluation processes were last revised in 2006 [IB.7.8].

For many years, the college has evaluated the effectiveness of its instructional programs and student services by using student achievement data [See Standard IB introduction], which includes student retention, success rates, persistence, completion rates, and other metrics easily obtainable from add/drop records and course grades. As of this writing, at the behest of the accrediting agency, the college has implemented and is gaining proficiency at assessing student learning by utilizing student learning outcomes. This shift in how to gauge institutional effectiveness, *from* using student achievement data *to* evaluating student attainment of student learning outcomes is a substantial one and will continue to be a multi-year effort. This shift is manifested in the changes from the 2004 Academic Affairs program review guidelines to the 2009 guidelines [IB.7.1].

Monterey Peninsula College has established student learning outcomes for nearly all of its courses and programs, including the General Education requirements that most transfer and CTE students embark upon [IB.7.9, 10]. It has provided reassigned time so that and SLO coordinator can organize these efforts. It has defined a series of goals and objectives involving SLOs for the 2008-2010 academic years [IB.7.11]. Processes are in place for the student attainment of student learning outcomes at the course level. The college is in the process of developing strategies for assessment of student attainment of the student learning outcomes in programs, and services. An SLO Assessment Form is in place and designed to be used each semester by instructors teaching courses [IB.7.12]. The SLO Assessment Form is designed to prompt between instructors in efforts to improve student learning. In 2009, the SLO Assessment form was incorporated into the program review process for Academic Affairs [IB.7.1]. Student Services incorporated SLOs into their program review guidelines in 2008 [IB.7.3]. As of this writing Student Services are also developing ways to assess these outcomes for their services.

Evaluation – Standard IB.7: MPC meets the standard.

Monterey Peninsula College has reviewed and revised all of its program review processes many times over the last decade. The changes have made the process more useful for instructional and service areas. One of the most significant changes is the increased use of student learning outcomes in the program review processes for Academic Affairs and Student Services.

Monterey Peninsula College has also gained proficiency in using student learning outcomes to assess student learning and thus the effectiveness of its programs. This is a major shift for the college. When proficiency in using student learning outcomes is attained, the college will have to design an evaluation tool to assess whether these methods are in fact improving student learning.

Because Monterey Peninsula College is currently attaining proficiency in the use of student learning outcomes, it is too early to design a comprehensive strategy to evaluate their utility in improving institutional effectiveness. As of this writing, dialogue about the best way to proceed is essentially continuous and changes are constant. As the college attains proficiency at using student learning outcomes, it will have to design a strategy to evaluate their effectiveness.

Plan – Standard IB.7:

Programs, services, departments, divisions and areas will codify the assessment of SLOs and incorporate this effort into the program review process. Each program review cycle will improve the systematic aspect of the evaluation mechanism.

Evidence:

IB.7.1	Academic Affairs program review guidelines for 2004-2009 and 2009-	http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc http://www.mpcfaculty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IB.7.2	MPC Educational Master Plan, 2009	Need digital copy when complete
IB.7.3	Student Services program review guidelines	http://www.mpcfaculty.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc
IB.7.4	Administrative Services program review guidelines	http://www.mpcfaculty.net/accreditation/ProgramReview/ASAGProgram_Review_Template.pdf
IB.7.5	Education-Facilities Master Plan 2004 and Physical Master Plan, 2005	http://www.mpcfaculty.net/accreditation/facilities/MPC_Education-Facilities_Master_Plan2004.pdf http://www.mpc.edu/mpcbond/Documents/MPCOctoberPMP.pdf
IB.7.6	Facilities Projects, priorities as of 2008	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20April%2015%202008/Facility%20Projects%20Priorities-%20CC%20and%20Brd%20approved%204-2008.pdf
IB.7.7	Technology Master Plan 2001	http://www.mpcfaculty.net/accreditation/facilities/MPC_Technology_Plan_2001.pdf
IB.7.8	Faculty evaluation	http://mympc.mpc.edu/academics/AcademicAffairs/Faculty%20Evaluation%20Forms%20and%20Process/Forms/AllItems.aspx
IB.7.9	SLO Master List	http://www.mpcfaculty.net/senate/SLOs/MegaTable.doc
IB.7.10	General Education Outcome (GEO) Powerpoint presentation	http://www.mpcfaculty.net/senate/GE/GEOs.pptx
IB.7.11	Goals and objectives for the SLO committee and Coordinator	http://www.mpcfaculty.net/senate/SLOs/benchmarks_5-08.doc
IB.7.12	The SLO Assessment Form	http://www.mpcfaculty.net/senate/SLO-Ass/SLO_form.doc

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