

## **Standard II: Student Learning Programs and Support Services**

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### **Standard II.A: Instructional Programs**

**II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

#### **Evidence of Meeting the Standard**

The College ensures that all its courses and instructional programs are consistent to the mission and appropriate to higher education, regardless of the delivery method or location:

- The College evaluates instructional programs' consistency with the institutional mission through the comprehensive program review process (see Standard I.B.5, IIA1.1).
- All courses adhere to established course outlines, which include objectives, methods of evaluation, and faculty-identified student learning outcomes that represent sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities. Course Outlines of Record are developed in CurricUNET to aid in consistency [IIA1.2– IIA1.3].
- The Curriculum Advisory Committee (CAC) reviews all course outlines and programs, using established guidelines such as the State Chancellor's Office *Program and Course Approval Handbook* and the Academic Senate for California Community Colleges (ASCCC) *Curriculum Reference Guide*. The curriculum approval process ensures

adherence to guidelines established by Title 5 of the California Code of Regulations [IIA1.4].

- Distance education courses follow an additional process and protocol wherein instructors, along with their department, consider the need for an online course, appropriateness of format for the course content, and feasibility of the course. The CAC's Distance Education Subcommittee reviews all distance education course proposals to ensure that content and methods of instruction are appropriate for higher education, and promote regular and effective contact between faculty and students [IIA1.5 – IIA1.7].

## **Analysis and Evaluation**

### ***Instructional Programs: Consistent with Institutional Mission***

The College evaluates programs' consistency with the institutional mission through the comprehensive program review process. As described in Standard I.B.5, MPC's comprehensive program review process ensures that each campus program and unit assesses itself in relation to the College mission. As instructional departments complete program review, they discuss how their programs align with and support the mission College (i.e., transfer, career training, skills development, or lifelong learning). If the mission of the program or department is inconsistent with the institutional mission, the department develops a Program Improvement Plan indicating how the department will bring the program into alignment [[IIA1.1a](#), [IIA1.1b](#)].

### ***Instructional Programs: Appropriate to Higher Education***

The College ensures the quality and rigor of all of its courses and instructional programs. Regardless of the delivery method or location, courses adhere to established course outlines, which include faculty-identified course objectives and methods of evaluation that represent sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities [[IIA1.2](#), [IIA1.3a](#), [IIA1.3b](#), [IIA1.3c](#), [IIA1.3d](#)]. Faculty also identify student learning outcomes, which are included in CurricUNET during the curriculum development process. The Curriculum Advisory Committee (CAC) reviews all course outlines and programs, using established guidelines such as the State Chancellor's Office *Program and Course Approval Handbook* and the Academic Senate for California Community Colleges (ASCCC) *Curriculum Reference Guide* [[IIA1.4](#)]. The CAC recommends curriculum for approval to the Governing Board and, where applicable, the Chancellor's Office of the California Community Colleges. The curriculum approval process ensures adherence to guidelines established by Title 5 of the California Code of Regulations.

The format of course outlines are consistent for all courses, regardless of the delivery mode or the location of the course. However, distance education courses follow an additional process and protocol wherein instructors, along with their department, consider the need for an online course, appropriateness of format for the course content, and feasibility of the course. The CAC's Distance Education Subcommittee reviews all distance education course proposals and work with faculty to ensure that content and methods of instruction are appropriate for higher

education, and promote regular and effective contact between faculty and students [[IIA1.5](#), [IIA1.6a](#), [IIA1.6b](#), [IIA1.7](#)].

As curricula are developed, the College relies on the discipline expertise of faculty members to ensure that the content of its instructional programs, regardless of location or means of delivery, are appropriate to higher education. Articulation agreements with four-year higher education institutions demonstrate that courses and programs meet expectations for higher education, as well. In addition, a growing number of the College's transfer programs are Associate Degrees for Transfer (ADTs) that guarantee students entry into the CSU system; these programs fill lower-division requirements for specific programs at CSUs.

Advisory committees help ensure the appropriateness of programmatic content in MPC's career-technical education (CTE) areas. The advisory committees provide an industry perspective and ensure that graduates of CTE programs receive training that supports local industry needs, as will be discussed in Standard II.A.16. In addition, several of MPC's CTE programs are accredited or certified by national or state agencies that, through their review processes, assure programs' appropriateness for higher education [[IIA1.8](#), p. 2].

### ***Instructional Programs: Culminating in Student Attainment of Identified Learning Outcomes***

The College has identified learning outcomes for all instructional programs. Instructional faculty and staff regularly assess the degree to which students attain these learning outcomes through the Reflections processes, as described in Standards I.B.2 and II.A.3. The College assesses course-level student learning outcomes (SLOs) through Instructor Reflections, and program-level outcomes through Program Reflections. Together, these processes allow instructional personnel to evaluate and monitor student attainment of identified learning outcomes and make improvements to curricula as needed.

During the Instructor Reflections process, individual instructors assess the degree to which students have attained course-level student learning outcomes for their course, and describe their methods of assessment. Instructors write a brief summary of their assessment results, using both qualitative and quantitative data, and discuss how they plan to use the assessment results to improve student learning the next time the course is taught. The next time the SLOs for the course are assessed, the instructor closes the assessment loop by reviewing the previous plan to improve student learning and discussing whether it was successful [[IIA1.9](#)].

MPC assesses considers students' attainment of learning outcomes at the program level following a similar process. Instructional faculty and staff from each program reflect on student learning, first by evaluating the effectiveness of program improvements resulting from previous program reflections, and then by discussing students' level of attainment of one or more program-level outcomes [[IIA1.10](#)]. As of the 2014-15 academic year, program reflection activities take place at the beginning of the fall semester during Flex Days. Programs use the

Reflections time during Spring Flex Days to review their Reflections and use the results of to develop action plans.

During the institutional self-evaluation and preparation of the SER, the College evaluated the effectiveness of the Reflections processes and determined that while Program Reflections practice does result in meaningful dialogue and improvements related to program learning outcomes, the dialogue does not always generate useful quantitative data related to learning outcome attainment at the program level. In fall 2015, the College licensed TracDat to support assessment processes; implementation is underway (see QFE Action Project #2). The College also established a new Learning Assessment Committee in fall 2015 and charged that group with improving institutional practices for assessing programs of study [[IIA1.11](#)].

***Instructional Programs: Culminating in Student Achievement of Degrees, Certificates, Employment, and/or Transfer***

As discussed in the introduction to the SER, the College carefully monitors student achievement data on an ongoing basis in order to evaluate performance against its Institution-set Standards. These data serve as benchmarks related to successful course completion, retention, persistence (fall-to-fall), degree/certificate attainment, and transfer velocity, and are used as one of measure effectiveness when examining programs.

Analysis of student achievement data shows that the number of degrees and certificates has generally been increasing over the last the last five-year period, both in terms of the number of degrees awarded and the number of students receiving degrees:

	10-11	11-12	12-13	13-14	14-15
Degrees awarded	411	343	433	480	480
Unduplicated students rec'ing degrees	381	312	384	430	423

*Source: CCCC DataMart, Program Awards Report*

Data regarding certificate awards show a similar increase for the same five-year period:

	10-11	11-12	12-13	13-14	14-15
Certificates awarded	69	45	105	89	65
Unduplicated students rec'ing certificates	62	44	100	84	83

*Source: CCCC DataMart, Program Awards Report*

The number of transfers for the same period also increased:

	10-11	11-12	12-13	13-14	14-15
In-State Private	61	55	73	55	53
Out of State Private	157	151	153	134	149
CSU	135	257	272	204	295
UC	55	81	81	83	68
TOTAL	408	544	579	476	565

*Source: CCCC DataMart, Transfer Volume Report (for ISP and OOS)*

The increased number of Associate Degrees for Transfer (AD-T) offered at MPC may explain the upward trend in each of these indicators.

MPC's instructional programs in the career-technical disciplines are developed to support students achieve gainful employment. For example, the Nursing program has implemented improvements not only to support the academic success of its students, but to strengthen their employability, as well. The percentage of Nursing students completing the program has increased over the past five years and is now well above 80%. During the same period, the percentage of students who became employed as registered nurses within nine months of graduating has also increased to above 80% [[IIA1.12](#)]

Further examination of MPC's students' achievement and success warrants some comparison between students in face-to-face classes and those in online classes. Statewide, success rates for online students are typically lower than that of students in face-to-face classes; this is true for MPC's online students, as well. More than 64% of MPC's online students successfully complete classes with a passing grade compared to just over 74% of students in traditional classrooms. MPC does exceed, however, the statewide average success rates in both online and face-to-face instruction. A review of the past three semesters reveals that MPC's success and retention rates in online instruction are gradually improving [[IIA1.13](#)].

**Conclusion:** Monterey Peninsula College meets Standard II.A.1.

### **Evidence Cited**

- IIA1.1 Sample Mission Alignment from Program Review
  - a. [Administration of Justice](#)
  - b. [Speech Communication](#)
- IIA1.2 [CurricUNET How-To Guide](#)
- IIA1.3 Sample Course Outlines of Record
  - a. [ENGL 1A](#)
  - b. [AUTO 108](#)
  - c. [MATH 360](#)
  - d. [GENT 10](#)
- IIA1.4 [CAC Website](#)
- IIA1.5 [Sample DE Course Approval Process](#)
- IIA1.6 Sample DE Course Outlines
  - a. [GEOL 9](#)
  - b. [LIBR 50](#)
- IIA1.7 [Effective Strategies for Online Teaching and Learning](#)
- IIA1.8 [2015-2016 College Catalog](#), p. 2
- IIA1.9 [Instructor Reflections Form](#)
- IIA1.10 [Program Reflections Form](#)
- IIA1.11 [Learning Assessment Committee Charge](#)
- IIA1.12 [School of Nursing Employment Data](#)
- IIA1.13 [MPC Online Data Dashboard](#)

**II.A.2 Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

**Evidence of Meeting the Standard**

- The Curriculum Advisory Committee (CAC) directs MPC’s faculty-driven curriculum process, and ensures that course content and methods of instruction meet generally accepted academic and professional standards. The Committee consists of faculty members representing each of the College’s instructional divisions, as well as student, administrative, and Academic Senate representatives [IIA2.1, IIA2.2].
- College personnel, including full-time and adjunct faculty, participate in systematic evaluation processes including instructor reflections on student learning, program reflections, comprehensive program review (completed every six years), and annual program review updates, as outlined in Standards I.B.3 and I.B.5.

**Analysis and Evaluation**

***Faculty Role in Ensuring Academic and Professional Standards for Instruction***

Faculty at MPC have a primary role in ensuring that all aspects of instruction, including course content and methods of instruction, meet academic and professional standards and expectations for quality. Faculty develop and revise curricula based discipline expertise to ensure that course content, texts, assigned activities, student learning outcomes, and methods of evaluation remain current and appropriate. The Curriculum Advisory Committee (CAC) directs MPC’s faculty-driven curriculum process, and ensures that course content and methods of instruction meet generally accepted academic and professional standards. The Committee consists of faculty members representing each of the College’s instructional divisions, as well as student, administrative, and Academic Senate representatives [IIA2.1]. This representative membership provides the committee broad discipline expertise and allows it to make recommendations on a wide variety of curricular issues.

The CAC reviews curricular proposals submitted by faculty members (including proposals for new and revised curriculum), using an extensive process designed to ensure quality and compliance with Title 5 regulations. The CAC makes recommendations regarding curriculum to the Governing Board, which then gives final approval for courses, in accordance with Board Policy 3010 [IIA2.2]. The CAC also reviews courses for inclusion in general education and local graduation requirements [IIA2.3a, IIA2.3b].

All curriculum development and revisions begin with a course proposal by a faculty member (referred to as the course originator). Course originators submit proposals in CurricUNET, which helps to streamline and bring transparency to the development and review process.

CurricUNET also provides support to course originators by guiding them through the necessary steps to develop a new Course Outline of Record, from developing the catalog description and student learning outcomes, to consideration of prerequisites and determining the methods of instruction and evaluation. This system ensures that early drafts of new proposals or proposed adjustments to curricula are not missing critical pieces, which ultimately decreases development time. Once the course originator's department and division chair(s) review and approve the proposal, it advances through three levels of review: first by CAC's technical review subcommittee, then by the originator's dean, and ultimately by the Vice President of Academic Affairs. At each level of review, the course originator receives feedback and has the opportunity to make revisions, if necessary. After these three reviews, the full Curriculum Advisory Committee reviews the proposal to ensure that it follows guidelines established by the Program and Course Approval Handbook (PCH), Title 5, MPC's CAC Handbook, and GE guidelines (if applicable). The CAC then recommends approval of the curricula to the Governing Board for final approval. Once course proposals or revisions have been through the CAC process, the proposal and/or revision history remain publicly available in CurricUNET.

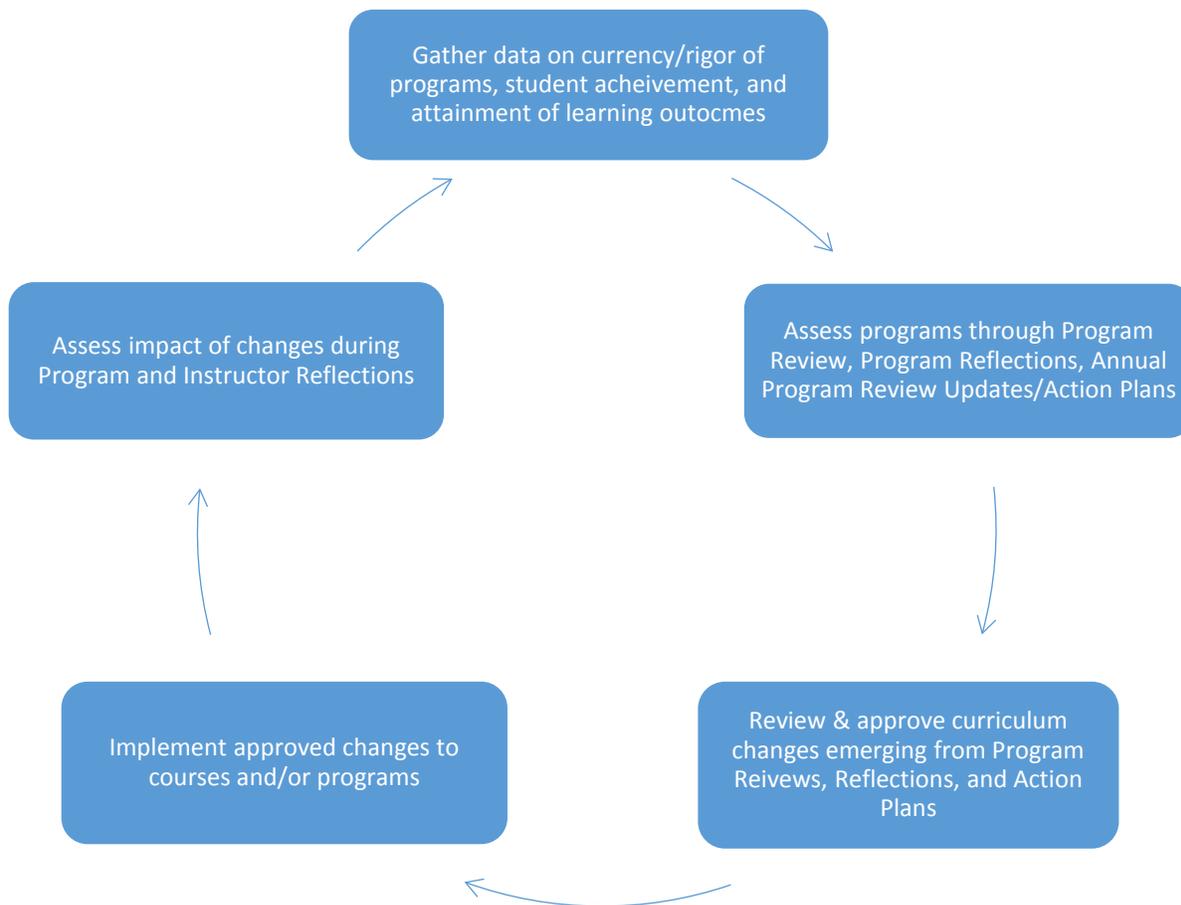
### ***Faculty Role in Continuous Improvement through Systematic Evaluation***

College personnel, including full-time and adjunct faculty, participate in systematic evaluation processes including instructor reflections on student learning, program reflections, comprehensive program review (completed every six years), and annual program review updates. Since 2010, MPC has refined its continuous student learning evaluation process in order for MPC faculty to improve teaching methods and promote student success. Figure 1 summarizes MPC's cycle of curriculum review and evaluation.

In step 1, MPC faculty gather data on student achievement, student learning, and current state requirements (assessment of student attainment of SLOs, alignment of programs with regards to new Transfer Curriculum Models and the new California State C-ID requirements, industry standards for CTE courses, etc.). Faculty then use these data to inform comprehensive program review, annual program review updates, and action plans. Improvement plans emerging from these evaluations inform the budget allocation process and may lead to changes in courses and/or programs, which are reviewed by the CAC (step 3).

Faculty implement approved curricular changes at their courses and programs (step 4), reflect on the impact of such changes on student learning to see if the changes implemented bring about the desired outcomes, and document results (step 5). Instructor reflections at the course level, in turn, inform program reflections, annual action plans, and comprehensive program reviews in an ongoing cycle of evaluation and improvement. This cycle of assessment, curricular changes, and reassessment ensures currency of content and effective teaching and learning.

**Figure 1: Curriculum Review and Evaluation**



Evidence of how this process works can be seen the recent work the College has done to align several program areas with Transfer Model Curricula (TMCs). The Student Transfer Achievement Reform Act of 2010 (SB1440 – Padilla) facilitates transition between community colleges to California State Universities, and has resulted in course and program alignment across California’s community colleges. This required a whole-scale evaluation of course content, objectives, assessment methods, and other elements of course outlines of record to establish Transfer Model Curriculum (TMC). MPC met this challenge by relying upon faculty to evaluate current course outlines of record in comparison to TMC requirements in relevant disciplines, and adjust curricula where needed. The Curriculum Advisory Committee has played a key role in this process by facilitating the review and revision process, ensuring that course outlines of record match TMC requirements, and approving revised courses and programs. In some cases, only minor revisions to course outlines were necessary [IIA2.4, see MATH 17 & 18, p. 4-5]. In other cases, more in-depth program and course changes were required [IIA2.5a, p. 20; IIA2.5b; IIA2.5c; IIA2.5d]. As of fall 2015, MPC’s faculty and CAC have reviewed and updated 130 courses since 2010.

**Conclusion:** Monterey Peninsula College meets Standard II.A.2.

**Evidence Cited:**

- IIA2.1 [Curriculum Advisory Committee Bylaws & Membership](#)
- IIA2.2 [Board Policy 3010: Program, Curriculum, and Course Development](#)
- IIA2.3 Course Development Processes
  - a. [CAC Handbook](#)
  - b. [CurricUNET Users' Guide Website](#)
- IIA2.4 [CAC Minutes, 11/20/13](#) (See MATH 17 & MATH 18, p. 4-5)
- IIA2.5 Child Development Program Revision
  - a. [CAC Minutes, 1/13/13](#)
  - b. [CAC Minutes 2/20/13](#), p. 20
  - c. [Historical Child Development Program](#)
  - d. [Current Early Childhood Education Program](#)

**II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institutions officially approved course outline.**

**Evidence of Meeting the Standard:**

- The College has identified learning outcomes for courses, programs, certificates, and degrees. Learning outcomes are available in CurricUNET, accessible via the SLO Report and All Fields Reports for each course [IIA3.1, IIA3.2]. Office of Academic Affairs staff verify that syllabi include current learning outcomes each semester. Learning outcomes for degrees and certificates are included in the College Catalog [IIA3.3].
- Since 2010, the College has assessed its learning outcomes through its Reflections processes (see I.B.2). Program-level assessments are accomplished by engaging in the Program Reflections process [IIA3.4]; course assessments are documented through Instructor Reflections [IIA3.9].

**Analysis and Evaluation**

MPC has identified learning outcomes for all courses and programs (including all degree and certificate programs), and regularly assesses outcomes at the course, program, and institutional level. MPC uses its General Education Outcomes (GEOs) as institutional-level outcomes; GEOs also serve as broad program-level outcomes for many programs, as described in II.A.11. Since 2010, the College has assessed its learning outcomes through its Reflections processes (see I.B.2). Program-level assessments are accomplished by engaging in the Program Reflections process; course assessments are documented through Instructor Reflections. Each process will be discussed in turn below.

***Regular Assessment of Program Outcomes: Program Reflections***

At the beginning of each semester during flex days, each programmatic area engages in Program Reflections [IIA3.4]. Program Reflections consist of faculty, staff, and administration dialogue about student attainment of program SLOs within each discipline area. Program Reflections provides a collaborative environment in which faculty assess outcomes and discuss improvements with peers from the same or similar disciplines [IIA3.5]. This process allows for documentation of the cross-fertilization of ideas that lead to student success that MPC faculty, staff, and administration perform throughout the semester. The Program Reflections process results in a documented rationale for action plans to improve student learning in the future and in this way plays a role in the planning and resource allocation process at MPC. .

All broad discipline areas have an assigned GEO [IIA3.6, p. 56-58]. Degree and certificate programs also include program-specific outcomes that describe the application of general competencies within the context of a specific discipline area. At least once per year, departments, divisions, and service areas gather to engage in dialogue about the degree to which students meet the intended SLOs for their program.

Departments or divisions frame their dialogue around four prompts:

1. Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.
2. Write SLOs/GEOs or objectives from course outline(s) of record that you discussed this semester.
3. Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.
4. What is the result of the dialogue? What are the goals, action plans, or other aspects of program review that have resulted from the analysis of student learning?

Through this dialogue, MPC faculty and staff collaboratively evaluate the health of the program and discuss improvements that could be made. The Program Reflections process has produced a variety of strategies to improve student learning, from pedagogical techniques shared across disciplines, to curricular changes, to major changes in the way a program is structured [IIA3.7a, p. 135; IIA3.7b, p. 32; IIA3.7c, p. 60]. All Program Reflections results from 2010-2011 through 2013-2014 can be reviewed at the MPC Academic Senate Website [IIA3.8].

During the self-evaluation process, the College noticed that program level outcomes in place for Associate Degrees for Transfer (AD-Ts) and CTE degrees and certificates described the skills and knowledge students gain through program completion with a much greater level of specificity than the broad GEOs used as program outcomes in other programs. As a result, mapping between course and program level outcomes is much more effective in these areas. As the Learning Assessment Committee streamlines program assessment processes, it will facilitate a discussion about developing more specific program learning outcomes for those programs with only a GEO in place in order to increase the effectiveness of program assessment practices.

### ***Regular Assessment of Course Outcomes (SLOs): Instructor Reflections***

As described in Standard I.B.2, MPC faculty individually document their assessment of Student Learning Outcomes (SLOs) by completing a web-based Instructor Reflections form for at least one course each semester [[IIA3.9](#)]. The Reflections form guides and structures SLO assessment to ensure consideration of student attainment of outcomes, improvement planning, and evaluation of improvements. The process also gives individual instructors flexibility regarding the methods they use to assess student learning, allows for a mixture of quantitative and qualitative results, and stimulates the ongoing use of assessment results to make improvements. Instructors complete the assessment by responding to the following prompts about the course and learning outcome(s) under consideration:

- What are the assessment methods for the SLOs?
- Brief summary of assessment results (please quantify when possible)
- How do you plan to use the assessment results to improve student learning?

In addition, instructors discuss the results of previous plans to improve student learning for the course and learning outcome(s) under consideration.

Together, these four questions “close the assessment loop” by prompting instructors to link results of previous efforts to improve student learning to current assessment results. When completing the Instructor Reflections form, instructors assess student learning in the current semester and use the results of the assessment to make plans for improvement when the course is taught again [[IIA3.10a](#), [IIA3.10b](#), [IIA3.10c](#), [IIA3.10d](#)]. The next time the course is assessed, the instructor reports on the effectiveness of the improvements to continue the cycle. In this way, Instructor Reflections document course-level issues and improvements over multiple semesters, including both attainment of learning outcomes and related factors such as student engagement, retention, and completion [[IIA3.11](#), see Example 1].

### ***The State of Student Learning Outcome Assessment at MPC***

During the institutional self-evaluation, the College determined that overall, the Instructor Reflections framework produces positive results. The framework helps individual faculty to document student attainment of SLOs and evaluate effectiveness of improvements over time. However, the self-evaluation also revealed that significant improvements could be made in order to increase the effectiveness of the process. These improvements include developing more intentional cycles of course-assessment, strengthening linkages between course and program assessment cycles, and greater levels of participation, including from adjunct instructors.

Table 1 shows the overall state of MPC’s course-level learning outcomes assessment, from fall 2013 (the date when the current Instructor Reflections form was moved online to streamline data collection) through the end of the fall 2015 semester.

**TABLE 1 – SLO Reflections by percent of total courses offered by Semester.  
Fall 2013 through Fall 2015**

	F13	SPR14	F14	SPR15	F15	F13-F15
<b>Total Number of Courses Taught</b>	499	553	539	569	548	861
<b>Courses reflected upon</b>	157	191	161	183	84	573
<b>Percent of courses reflected upon</b>	31%	33%	31%	23%	<b>15</b>	<b>66%</b>

*Source: Instructor Reflections data collected by SLO Coordinator*

As the College worked to prepare the SER and 2016 ACCJC Annual Report, it re-evaluated how “active courses” had been defined for the purposes of assessment. Not all courses listed in the College Catalog have been taught on a regular basis. Prior to the self-evaluation process, MPC defined “active” courses as those that had been taught, with the rationale that courses were that had not been taught could not be assessed. However, the College also now recognizes that ACCJC expectations for “active” courses include all courses in the College Catalog. As of the 2014-2015 academic year, MPC has 1437 courses listed in the curriculum inventory at the State Chancellor’s Office website. The College has assessed 39.9% of all courses in the curriculum inventory.

This performance is not consistent with expectations that SLO assessment should be at the sustainability level (per the ACCJC rubric) by 2012, and the College is taking steps to come into alignment with expectations. In fall 2015, the Superintendent/President convened a working group to address the issue and take immediate corrective action [IIA3.12]. First steps included:

- Determining the level of course assessment within each program of study [IIA3.13]
- Restructuring the existing SLO Committee into the Learning Assessment Committee, and expanding its charge to include
  - development and implementation of cycles of assessment for course, program, service area, and institutional learning outcomes
  - coordinating professional development and support resources for development and assessment of SLOs [IIA3.14]
- Reviewing “active” courses that are not regularly taught through the Curriculum Advisory Committee.

The College made a great deal of forward progress on these goals prior to submission of its 2016 ACCJC Annual Report [IIA3.15]. Developing better alignment between curriculum review and assessment cycles will also help to ensure that all active courses are assessed. Plans for developing cycles of assessment and continuing catalog review are underway as of spring 2016 [IIA3.16].

***Student Learning Outcomes, Course Outlines, and Course Syllabi***

The Course Outline of Record (available via CurricUNET) provides fields for course objectives; student learning outcomes for each course are available in CurricUNET reports such as the All Fields report [IIA3.2]. During the curriculum approval process, a member of the Learning

Assessment Committee reviews individual course-level SLOs reviewed for grammar and consistency with course objectives and general education requirements. Each syllabus contains the SLOs for the course to help communicate to students what they can expect to be able to do as they exit the course. The Office of Academic Affairs reviews all syllabi to ensure that the SLOs match those in CurricUNET.

**Conclusion:** Monterey Peninsula College has identified learning outcomes for all courses, programs, certificates, and degrees. Institutional procedures for assessment have been established, and work well when followed. However, not every active course in the College Catalog has been assessed. In order to meet this Standard, MPC must develop and follow a cycle of assessment to ensure that all active courses are assessed regularly. In addition, MPC can improve programmatic assessment practices to ensure that each program is assessed using program-level SLOs that summarize the specific learning expected in each degree or certificate granted by the institution.

**Actionable Improvement Plan:**

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

*(Related Standards: IB2, IB5, IB6, IC3, IC4, IIA2, IIA3, IIA16)*

**Evidence Cited**

- IIA3.1 [CurricUNET System](#)
- IIA3.2 [Sample CurricUNET All Fields Reports](#)
- IIA3.3 [2015-2016 College Catalog](#)
- IIA3.4 [Program Reflections Activities, Flex Day Schedule](#)
- IIA3.5 [Program Reflections Form](#)
- IIA3.6 [2015-2016 Faculty Handbook](#), p. 56-58
- IIA3.7 Program Reflections Examples
  - a. [2012-2013 Program Reflections Compilation](#), p. 135
  - b. [2012-2013 Program Reflections Compilation](#), p. 32
  - c. [2013-2014 Program Reflections Compilation](#), p. 60
- IIA3.8 [SLO/Reflections Website](#)
- IIA3.9 [Instructor Reflections Form](#)
- IIA3.10 Sample Instructor Reflections
  - a. [AUTO 108](#)
  - b. [HLTH 7](#)
  - c. [ENGL 1B](#)
  - d. [ECON 4](#)
- IIA3.11 [Multi-semester Instructor Reflections](#), Example 1
- IIA3.12 [SLO Action Plan](#)
- IIA3.13 [Program of Study Assessment data, 3/16](#)
- IIA3.14 [Learning Assessment Committee charge](#)
- IIA3.15 [Accreditation Report to the Board, 3/16](#)
- IIA3.16 [LAC/OAA/CAC Plan](#)

**II.A.4 If the institution offers pre-collegiate-level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance and succeed in college-level curriculum.**

**Evidence of Meeting the Standard**

MPC offers pre-collegiate-level curricula in English, math, English as a second language, and learning skills, and uses course numbers to distinguish these courses from its college-level curricula.

- The College Catalog clearly identifies courses with numbers between 300-399 as “Credit, Non-Degree Applicable.” Courses numbered 100-299 are designated as associate-level courses, and are only applicable to associate degrees. Baccalaureate-level courses that carry lower division credit at four-year colleges and universities are numbered 1-99. The College Catalog clearly explains these numbering designations and implications for fulfilling degree or transfer requirements [IIA4.1].
- The College provides learning support services that directly support students in gaining knowledge and skills necessary to advance and succeed in college-level courses [IIA4.3 – IIA4.5].

**Analysis and Evaluation**

The College Catalog clearly identifies courses with numbers between 300-399 as “Credit, Non-Degree Applicable,” and indicates that they are intended as developmental courses in the areas of reading, writing, mathematics, English as a second language, and learning skills [IIA4.1, p. 120]. The Catalog also informs students that these courses may not be used to fulfill any degree requirements.

In contrast, courses numbered 100-299 are designated as associate-level courses, and are only applicable to associate degrees (some of these courses may transfer; transferability is at the discretion of the receiving institution). Baccalaureate-level courses that carry lower division credit at four-year colleges and universities are numbered 1-99. The College Catalog clearly explains these numbering designations and implications for fulfilling degree or transfer requirements [IIA4.1, p. 120].

Course descriptions included in the College Catalog help distinguish between pre-collegiate and collegiate courses. Each course description lists any requisites and/or advisories, and if the course is part of a sequence, the description references the next course in the progression. For example, in the course description for ENGL 301: Introduction to Academic Writing, includes the statement: “ENGL 301 prepares students for ENGL 111.” The description for ENGL 111, Intermediate Academic Writing, includes the statement: “This course prepares students for ENGL 1A.” In this way, the course descriptions help understand the relationship between courses in the sequence, and how pre-collegiate courses builds to college-level work. The

English, Math, and English as a Second Language departments also provide diagrams of their course sequences in the course catalog [[IIA4.2a](#), [IIA4.2b](#), [IIA4.2c](#)].

Academic counselors play a key role by guiding students to enroll in courses appropriate for their skill levels. Counselors reinforce advisories set by instructional faculty and assist students in comprehending placement test results and course descriptions. Counselors also have an opportunity to reiterate skill level expectations for each step in a sequence as they help students complete education plans.

Student learning outcomes also help distinguish pre-collegiate from college-level curriculum. SLOs for each course reflect the Catalog description and align with the pre-requisite skills of the subsequent course in the sequence. Outcomes in a pre-collegiate course build into the outcomes for the next level in the sequence, as can be seen by comparing SLOs for three levels of English (pre-collegiate levels ENGL 301, associate-level ENGL 111, and baccalaureate-level ENGL 1A):

#### ENGL 301: Introduction to Academic Reading and Writing

Upon successful completion of this course, students will be able to:

1. Develop a thesis.
2. Use reading and writing strategies and skills in the writing of coherent paragraphs and essays.
3. Practice successful planning, process, study and preparation skills for the completion of college-level reading and writing assignments.
4. Write clear, effective sentences, which demonstrate control of grammar, diction and technical conventions in academic writing.

#### ENGL 111: Intermediate Academic Reading and Writing

Upon successful completion of this course, students will be able to:

1. Use reading and writing strategies and skills in the writing of coherent essays.
2. Use research strategies in the writing of essays.
3. Apply an integrated reading and writing process to the writing of text-based essays.

#### ENGL 1A: College Composition

Upon successful completion of this course, students will be able to:

1. Form a provable thesis, develop it through factual research and distinguish between fact and opinion.
2. Apply multiple factors affecting both verbal and written communication.
3. Recognize the nature of persuasion in written, visual and oral argument.
4. Use accepted academic techniques to complete research-based assignments.

Students who are successful in achieving the learning outcomes in ENGL 301 are prepared to advance to ENGL 111, and from ENGL 111 to ENGL 1A. The sequence of courses provides the knowledge and skills necessary to advance and succeed.

### ***Supporting Students as They Advance to College-Level***

Learning centers and embedded classroom support provide students with additional support as they develop the knowledge and skills necessary to advance to college-level curriculum. The TRIO Learning Center, High Tech Learning Center in the Access Resource Center, the English Study Skills Center, the Reading Center, and the Math Learning Center each provide instructional support services designed to support pre-collegiate learners and support their progression to college-level courses, as discussed in Standard II.B.1.

In addition to the learning support centers, College-wide initiatives such as Basic Skills, Student Equity, and the Student Success and Support Program (3SP) focus on helping college-unprepared students advance into college-level coursework. For example, the Basic Skills Committee provides funding for projects supporting students' progression in math and English as a second language (ENSL), including embedded counseling and supplemental instruction for accelerated (i.e., 8-week intensive) beginning and intermediate Algebra courses, and supplemental instruction tutoring for all summer math classes to support students' success and advancement to collegiate-level math [[IIA4.3a](#), [IIA4.3b](#), [IIA4.3c](#)]. Likewise, follow-up services coordinated through MPC's noncredit Student Success and Support Program (3SP) plan have the goal of transitioning students to college-level, for-credit courses. Services include targeted counseling interventions for ENSL students, education planning, and direct coordination with Student Services programs such as EOPS/CARE, TRIO/SSS, and CalWORKS [[IIA4.4](#)].

**Conclusion:** Monterey Peninsula College meets Standard II.A.4.

### **Evidence Cited**

- IIA4.1 [2015-2016 College Catalog](#), p. 120
- IIA4.2 Course Sequence Diagrams
  - a. [English](#)
  - b. [Mathematics](#)
  - c. [English as a Second Language](#)
- IIA4.3 Basic Skills Project Reports
  - a. [ESL Counselor](#)
  - b. [Accelerated Math](#)
  - c. [SCORE+](#)
- IIA4.4 [2015 3SP Plan \(Non-Credit\)](#)

**II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

**Evidence of Meeting the Standard**

- Monterey Peninsula College’s degrees and programs are reviewed both locally and by the State Chancellor’s Office to ensure that they follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Curriculum review processes are described in Standard II.A.2.
- All associates degrees offered by the College require a minimum of 60 semester credits [IIA5.4].

**Analysis and Evaluation**

***Following Practices Common to Higher Education***

Monterey Peninsula College’s degrees and programs are reviewed both locally and by the State Chancellor’s Office to ensure that they follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Curriculum development begins with individual faculty members, and proposals are reviewed by department and division colleagues. All curricular proposals or revisions are submitted to the Curriculum Advisory Committee (CAC) for extensive review to ensure that all aspects of the program comply with state regulatory guidelines, as outlined in Standard II.A.2. Advisory committees and discipline-related accrediting bodies also contribute to maintaining standards for depth, rigor, and synthesis of learning for CTE disciplines (see Standard I.C.13 and II.A.15 for specific examples). Career-technical education (CTE) programs track and publish time to completion in compliance with Gainful Employment Act [[IIA5.1a](#), [IIA5.1b](#), [IIA5.1c](#), [IIA5.1d](#)].

The Curriculum Advisory Committee (CAC) reviews all course proposals for rigor and appropriate sequencing, following standards established by Title 5 of the California Code of Regulations. During review of each course proposal, CAC examines the currency of textbooks, the appropriateness of representative assignments for college-level courses, rigor of course objectives, proposed assessments of course objectives, and the relationship between course content, objectives, and student learning outcomes. In addition, CAC’s General Education subcommittee reviews all general education courses to ensure they meet guidelines for general education programs offered at MPC (local, CSU-Breadth, and IGETC). After local approval by the Board of Trustees, courses are approved by the State Chancellor’s Office and listed in the Chancellor’s Office Curriculum Inventory, which lists all programs approved by the

Chancellor's Office. This inventory also lists the units required to complete each certificate and degree program.

Title 5 of the California Code of Regulations requires that courses be taught according to the official course outline of record. Official course outlines of record are available in CurricUNET and in each division office. Course syllabi are developed by individual faculty or department faculty and are provided to students at the beginning of a course. Course syllabi reflect key components of the official course outlines of record, including course content, course objectives, student learning outcomes, and methods of evaluation [sample CORs: [IIA5.2a](#), [IIA5.2b](#), [IIA5.2c](#); sample syllabi [IIA5.3a](#), [IIA5.3b](#), [IIA5.3c](#)].

### ***Minimum Degree Requirements***

As stated in the College Catalog, the California State Board of Education has authorized the Monterey Peninsula Community College District Governing Board of Trustees to confer the Associate in Arts and Associate in Science Degrees. The Associate in Arts degree is awarded in liberal arts; the Associate in Science degree is awarded in the sciences and career technical fields. The associate degree is awarded upon satisfying the following:

1. Competency requirements
  - a. Reading
  - b. Writing
  - c. Mathematics
  - d. Information competency
2. General Education requirements
3. Major requirements: Each course in the major must be completed with a grade of "C" or better
4. A minimum of 60 degree-applicable units;
5. Completion of 12 units, with at least six in the major area, at Monterey Peninsula College.

Faculty members, in coordination with the Curriculum Advisory Committee (CAC) and College articulation officer, work to ensure that transfer level courses meet the standards of rigor necessary for CSU and UC. The recently implemented Associate Degrees for Transfer (AA-T and AS-T) developed by the state Academic Senates of CSU and the California Community Colleges provide further guidance to faculty regarding appropriate length, breadth, depth and rigor of courses, and course sequencing. All AA-T and AS-T degrees require that students complete the following at Monterey Peninsula College:

- 60 semester CSU-transferable units;
- The CSU-General Education-Breadth pattern; OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern;
- A minimum of 18 semester units in the major or area of emphasis as determined by MPC;

- Obtain a minimum grade point average (GPA) of 2.0;
- Earn a grade of “C” or higher in all courses required for the program or area of emphasis

All degree requirements are clearly stated in the College Catalog [[IIA5.4](#), p. 50].

### ***Minimum Certificate Requirements***

MPC offers three types of certificates: Certificates of Achievement, Certificates of Completion, and Certificates of Training.

#### *Certificates of Completion (non-credit)*

Noncredit Certificates of Completion are awarded to students who complete a sequence of courses in:

- elementary and/or secondary basic skills;
- workforce preparation skills necessary for participation in job-specific technical training (e.g., speaking, listening, reading, writing, mathematics, decision-making, and problem solving); or
- English as a Second Language.

Certificates of Completion are designed to lead to improved employability or job opportunities.

#### *Certificates of Achievement*

A Certificate of Achievement recognizes a student’s satisfactory completion of an organized program of study and is awarded upon satisfying the following:

1. Certificate requirements
2. Earn a grade of “C” or higher in all courses required for the program or area of emphasis
3. At least 12 units applied toward the certificate requirements must be completed at Monterey Peninsula College.

#### *Certificates of Training*

Several departments award Certificates of Training to students that successfully complete a Fast Track program. Fast-Track programs are short-term, intensive course sequences designed to prepare students for entry-level employment opportunities or specialized academic pursuits. As of fall 2015, Fast Track programs are offered in Automotive Technology, Creative Writing, Drafting, Emergency Medical Technician, Engineering Technology Mechatronics, Essential Computer Skills, Fire Protection Technology, General Business, Great Books, Hospitality, Interior Design, Linguistics, Office Technology, Office Worker, Nutrition and Food, and Restaurant Management.

All certificate requirements are clearly stated in the College Catalog [[IIA5.5](#), p. 51].

All of MPC's certificate and degree programs are listed by program area in the College Catalog and on the College website so students can easily identify the types of certificates and degrees awarded for each program area [[IIA5.6](#), p. 57; [IIA5.7](#)].

**Conclusion:** Monterey Peninsula College meets Standard II.A.5.

### Evidence Cited

- IIA5.1 Sample CTE Program Websites
- [Hospitality](#)
  - [Child Development](#)
  - [Medical Assisting](#)
  - [Nursing](#)
- IIA5.2 Sample Course Outlines
- [GEOL 2](#)
  - [AUTO 108](#)
  - [ENGL 301](#)
- IIA5.3 Sample Course Syllabi
- [GEOL 2](#)
  - [AUTO 108](#)
  - [ENGL 301](#)
- IIA5.4 [College Catalog: Degree Requirements](#), p. 50
- IIA5.5 [College Catalog: Certificate Requirements](#), p. 51
- IIA5.6 [College Catalog: List of Degrees & Certificates](#), p. 57
- IIA5.7 [MPC Website: List of Degrees & Certificates](#)

**II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs in a period of time consistent with established expectations in higher education.**

### Evidence of Meeting the Standard

- MPC strives to schedule courses so that college-ready students attending full time can complete degrees within two years and certificates within shorter time intervals, as established and approved by the State Chancellor's Office. Scheduling processes ensure that each department offers courses in relevant semesters for students to progress through sequences toward program completion, while also providing broad access to departmental offerings [IIA6.4]
- MPC's scheduling procedures incorporate faculty programmatic expertise and counselors' knowledge of students' needs and scheduling preferences; administrators provide oversight and overall strategic direction for the schedule. Scheduling and course offerings are also monitored through the program review process [IIA6.1a, IIA6.1b, IIA6.1c].

### Analysis and Evaluation

MPC strives to schedule courses so that college-ready students attending full time can complete degrees within two years and certificates within shorter time intervals, as established and

approved by the State Chancellor's Office. The College provides estimated time to completion information for its certificates on departmental websites. Scheduling processes include input from administrators, faculty, and students to ensure that course schedules serve the diverse needs of MPC students. MPC's scheduling procedures incorporate faculty programmatic expertise and counselors' knowledge of students' needs and scheduling preferences; administrators provide oversight and overall strategic direction for the schedule. Scheduling and course offerings are also monitored through the program review process [[IIA6.1a](#), [IIA6.1b](#), [IIA6.1c](#)].

MPC's scheduling processes strive to ensure that each department offers courses in relevant semesters for students to progress through sequences toward program completion, while also providing broad access to departmental offerings. The College has also made a concerted effort to improve scheduling and enrollment management in keeping with its institutional goals and objectives [[IIA6.2](#), see Objective 1.7]. To better support students as they plan paths toward graduation, transfer, degree, and/or certificate, MPC began to work on developing an annual schedule in the 2013-2014 academic year. As work on the annual schedule continued in 2014-2015 and into 2015-2016, discussion about the annual schedule expanded to include broader conversations about how to improve strategic enrollment management at the College and support students from recruitment to completion [[IIA6.3](#)].

As of fall 2015, the annual scheduling process includes a draft of course schedules from each division, based on a rollover of courses from the previous like term [[IIA6.4](#)]. Academic deans assess this 'rollover' schedule and provide feedback to Divisions and Departments. With input from department chairs, each Division develops a rough draft of an annual course schedule. After this round of schedule building, the academic deans review the full College schedule and provide further adjustments and feedback. The Vice President of Academic Affairs approves the final schedule.

*Ad hoc* conversations between administration and Divisions are held to fine-tune the schedule and make adjustments where needed. For example, MPC recently altered the schedule to facilitate completion of the mathematics sequence. In most cases, a sequence of math courses is required in order to transfer. To ensure students can complete the sequence in a timely manner, MPC offers a range of math classes throughout the day, as well as online and in the evening. However, in spring 2014 a counseling department review found that the schedule did not provide an important entry-level math course (MATH 360: Arithmetic and Basic Mathematics) in the evening. This inadvertently created a barrier for students working through the math sequence. To address the barrier, the Mathematics Department scheduled an evening section of MATH 360 in fall 2014 and spring 2015. The spring 2015 class filled to maximum occupancy.

During the institutional self-evaluation and preparation of the SER, the College discussed methods to evaluate the effectiveness of scheduling processes, and quickly recognized that data available from the current Student Information System (SIS) were either unavailable or insufficient to support strategic enrollment management planning. Additionally, SIS does not

currently integrate with other systems on campus, which makes it more difficult for College personnel to generate data needed to inform scheduling decisions. In fall 2015, the College began an implementation of an Enrollment Management System (EMS), which includes data that can be used to inform scheduling and evaluate the effectiveness of scheduling practices related to timely completion of certificates and degrees. The College is also addressing larger concerns about the sufficiency of its data in discussions about strategic enrollment management and planning for an improved Enterprise Resource Management (ERP) system.

**Conclusion:** Monterey Peninsula College believes that its scheduling practices allow college-ready students to complete certificates, degrees, and transfer goals in a period of time consistent with expectations in higher education. However, the institutional self-evaluation revealed that scheduling decisions could be better informed by analysis of prior years' enrollment data. In spring 2016, the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices. Ongoing work related to strategic enrollment management and better integration of data systems (see QFE) will support continuous improvement related to this Standard. In addition, during the spring 2016 semester, the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices. The College anticipates that it will begin implementing recommendations from the CBT workgroup in summer 2016 [[IIA6.5](#)], including recommendations to better publicize suggested course plans for two-year degree programs.

### **Actionable Improvement Plan**

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

### **Evidence Cited**

- IIA6.1 Sample Program Review Data: Course Scheduling
  - a. [Philosophy](#), p. 2
  - b. [Psychology](#), p. 2
  - c. [Administration of Justice](#), p. 2
- IIA6.2 [2014-2020 Institutional Goals](#), Objective 1.7
- IIA6.3 [R2C Meeting Agenda & Results](#)
- IIA6.4 [Schedule Development Timeline, fall 2015](#)
- IIA6.5 [CBT Projects](#), 2/9/16

### **II.A.7 The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

### **Evidence of Meeting the Standard**

- The College identifies students' diverse and changing needs, and implements systematic plans to support success for all students [IIA7.1, IIA7.9]

- The College has expanded both online courses offerings and services that support the delivery of online instruction in order to meet student needs, while focusing on success and equity for online learners [IIA7.2 – IIA7.8]
- The College provides professional development opportunities for faculty related to pedagogical approaches to supporting diverse learning styles [IIA7.10 – IIA7.12].
- Learning support services reflect the diverse and changing needs of MPC’s students, and support success for all students [IIA7.13 – IIA7.17].

### **Analysis and Evaluation**

MPC continually strives to improve the effectiveness of its delivery modes, teaching methodologies, and learning support services in order to support the success of all students. MPC faculty members recognize and appreciate the inherent relationship between teaching and learning. Course content, instructional methods, and student learning needs and styles must work in tandem for learning to occur. Existing processes, committees, and colleague interactions ensure that appropriate teaching methodologies are in use. Dialogue concerning the appropriate credit type, delivery mode, and location of courses and programs initially occurs at the department and division level. The Academic Affairs Advisory Group, Curriculum Advisory Committee, the Institutional Committee on Distance Education, Academic Senate, and Academic Affairs administrative team contribute to decisions and dialogue as appropriate.

Faculty determine methods of instruction for all courses. Course outlines of record clearly document the methods of instruction to be used in the course. Discipline faculty identify the diverse needs and learning styles of their students and provide the best method of delivery for instruction. Within a College department and/or division, faculty may employ a range of instructional strategies, including lecture, group work, portfolio or project-based work, lab-based teaching, online learning including hybrid modality, collaborative strategies, and integration of creative media, studio work, presentations, and debate. All courses, including developmental, pre-collegiate, short-term training, and Career Technical Education courses, and as courses offered through instructional agreements or via distance education modes of delivery, conform to the course content and course objectives in the course outline.

The College identifies and supports the diverse and changing needs of its students using several methods. MPC’s Student Equity Plan provides one example of a comprehensive and systematic plan to address students’ diverse and changing needs in support of equity in success for all students. The plan includes activities designed to increase success rates for traditionally at-risk subpopulations of students. The plan also includes measurable goals tied to specific success indicators, such as goals for improving course completion rates within individual target populations and specific program areas [IIA7.1]. In addition, the Student Equity Plan outlines MPC’s strategy for reducing the number of students who are on academic/progress probation and/or dismissal, and provide additional resources and support to veterans, foster youth, low-income students, and students with disabilities to help increase their course completion rates. The College has established similar target population-specific goals to address ESL and Basic

Skills completion, degree and certificate completion, and transfer based on data collected and analyzed in the Student Equity Plan.

### ***Meeting Student Needs & Supporting Student Equity through All Delivery Modes***

Since fall 2013, MPC has expanded both online courses offerings and services that support the delivery of online instruction in order to meet student needs. As course offerings expanded, the MPC Online Support Team developed support resources and professional development offerings with a specific emphasis on increasing success for all students [IIA7.2]. Resources supporting success for online students include:

- An online help desk, which allows students and faculty to request support at any time. To ensure a timely and consistent response to support requests, MPC Online Support Team members monitor the helpdesk during peak usage times (Monday – Thursday 8:00am – 9:00pm, Friday 8:00am – 5:00pm, and remote monitoring on weekends). The help desk system also provides a library of tutorials and responses that answer the most commonly asked questions [IIA7.3].
- Face-to-Face drop-in support for students and faculty, available Monday-Friday by appointment or during established times in the MPC Online support office in the Library and Technology Center
- Faculty and student support resources in text and video format on the MPC Online home page [IIA7.4]

In addition, the MPC launched a new online student orientation in fall 2015. The MPC Online Student Orientation addresses topics related to the online learning environment, including accessing online courses, technology readiness, and study skills for online courses. The orientation helps students determine whether online learning is an appropriate fit for their individual learning style [IIA7.5].

MPC Online professional development offers many opportunities for faculty related to teaching methodologies that support the diverse and changing needs of MPC’s students. The MPC Online Support Team launched the MPC Online Teaching Certification program in fall 2013 [IIA7.6]. The certification program consists of two levels: (1) MPC Online Teaching Certificate and (2) MPC Online Course Design Certificate. Courses in each series are based on the California Community College @ONE online training curriculum and have been adapted to incorporate MPC’s Effective Strategies for Online Teaching & Learning, which include strategies for supporting student success, engagement, and a range of learning styles [IIA7.7]. The MPC Online Support Team also hosts semi-monthly “Coffee and Chat” sessions with faculty to discuss effective online teaching strategies in a less formal setting. The fall 2015 Coffee Chat series focused exclusively on student success [IIA7.8].

### ***Using Teaching Methodologies to Meet Student Needs & Support Equity in Success***

College personnel (including faculty, counselors, and learning center staff) assess students' learning styles using a variety of formal and informal methods, including individual conferences with students, English and Study Skills Center workshops, and through formal assessments offered in Personal Development classes. The College provides professional development opportunities related to pedagogical approaches to supporting diverse styles through Basic Skills Committee summer workshops, reading conferences, and MPC Online professional development for continued training. Extended training has been offered to all MPC faculty and staff during flex days, as well as through division and department meetings.

Basic Skills faculty and staff have ongoing dialogue on pedagogy and best practices for learning and meeting the needs of students, based on the recognition of multiple learning styles. The College formed its Basic Skills Committee in 2007, in response to the statewide Basic Skills Initiative. Since that time, the Basic Skills Committee has provided funding and support for projects directly aimed at addressing the needs of students who do not assess into college-level Math or English, as well as those students who are English language learners. Each funded project includes measurable outcomes to help the College evaluate their effectiveness and determine whether the project could be expanded or institutionalized [[IIA7.9](#), [IIA7.10](#)].

The Basic Skills Committee dedicates a portion of its funding each year to support professional development related to basic skills students' needs for faculty and staff. Those who receive funding provide a report to the Basic Skills Committee demonstrating how the content of the professional development will help support success for basic skills students. For example, a math instructor who attended a statewide Umoja X conference reported that the conference helped broaden his understanding and ability to support under-represented students in general, and African-American students in particular.

The Basic Skills Committee also sponsors professional development events on campus, including 2-day OnCourse workshops in fall 2013 and 2014. Through the OnCourse training, faculty gain experience with learner-centered strategies that improve student success and retention [[IIA7.11](#)]. MPC faculty have found the training meaningful and immediately applicable; several faculty have since gone on to the annual national conference or to one of On Course's 3-4 day retreats.

MPC's Foundation also supports professional development for faculty and staff through their donor-supported Faculty and Staff Advancement Awards (FASA) [[IIA7.12](#)]. Projects sponsored during the fall 2014 FASA cycle included support for discipline-specific teaching methodology courses, conferences dedicated to learning, and integration of reading and writing lab co-requisites to better support Basic Skills English students.

### ***Using Learning Support Services to Meet Student Needs & Support Equity in Success***

Learning support services reflect the diverse and changing needs of MPC's students, and support success for all students. Personal Development courses taught by MPC's counseling faculty provide students with general skills for academic development and success. PERS 10: Introduction to College Success, a 1-unit course that provides students with information necessary for transition into MPC, includes topics such as assessment result analysis, AA/AS degrees and certificate options, transferring to CSU and UC, schedule building, and introduction to the College's student services, school policies, and academic culture. A 3-unit follow-up course (PERS 50: Making College Count) teaches students how to evaluate their personal learning styles; employ effective strategies for time management, studying, and stress management; identify values and goals; and successfully take advantage of campus resources and services.

The Access Resource Center (ARC) offers academic counseling, specialized instruction, and classroom accommodations to students with a verified disability [[IIA7.13](#)]. ARC staff tailor services to support the academically-related functional limitations of individual students, in order to promote access and help students participate actively in campus programs and activities. In addition, the ARC offers a full array of Learning Skills (LNSK) classes to support students with disabilities, including Strategies for Attention Deficit Disorder, Assistive Technology Applications, and Strategies Labs in reading, writing, math, thinking and reasoning, auditory processing, and self-advocacy. The ARC offers counseling support to students, focusing specifically on students with disabilities.

Academic learning support centers on campus include the English and Study Skills Center and the Math Learning Center. The English and Study Skills Center (ESSC) offers individualized instruction and services to assist students in developing the skills they need to succeed in college-level courses [[IIA7.14](#)]. Students who need help with assignments from English classes or classes that require English skills are encouraged to come to the ESSC for assistance. In addition to tutoring services and lab classes, the ESSC offers regular workshops on topics ranging from grammar, to writing personal statements for College applications, to study skills. ESSC services are provided at the main ESSC location in the Library and Technology Center and two to three times each week at the Marina Education Center [[IIA7.15](#)]. ESSC handouts and quick references are posted on the ESSC website for all students to access as needed.

To support the success of English as a Second Language students (ENSL) and improve ESSC services for this population of students, the Basic Skills Committee supports the development and delivery of in-service training for ESSC staff by one of the College's English as a Second Language (ENSL) faculty members. Tutors learn skills and gain resources for supporting ENSL students and helping to increase their course retention and matriculation to ENGL 1A, College Composition [[IIA7.16](#)]. Likewise, the Math Learning Center (MLC) offers traditional face-to-face support at the main campus and Marina Education Center [[IIA7.17](#)]. To address learning support in the application of math skills, a series of face-to-face one-half unit to one-unit Study

Skills classes are offered to support students in science, technology, engineering, or math (STEM).

Recent faculty recruitments also reflect the diverse needs and changing demographics of MPC students. The Digital Services Librarian and Math Learning Center Coordinator positions (filled in fall 2014) include specific duties related to support for basic skills students [[IIA7.18](#), [IIA7.19](#)], and demonstrate an example of an effort to meet the needs of increasing numbers of college-unprepared students on campus. The positions had strong support from MPC's Basic Skills committee.

**Conclusion:** Monterey Peninsula College meets Standard II.A.7.

**Evidence Cited:**

- IIA7.1 [Student Equity Plan](#)
- IIA7.2 [ICDE Strategic Goals, 2015-2016](#)
- IIA7.3 [MPC Online Help Desk](#)
- IIA7.4 [MPC Online Faculty Training and Support](#)
- IIA7.5 [MPC Online Student Orientation & Support](#)
- IIA7.6 [MPC Online Teaching Certification Program](#)
- IIA7.7 [Effective Strategies for Online Teaching and Learning](#)
- IIA7.8 [Coffee Chat Schedule, Fall 2015](#)
- IIA7.9 [Basic Skills Committee Annual Report, 2013-2014](#)
- IIA7.10 [Basic Skills Committee Annual Report, 2014-2015](#)
- IIA7.11 [OnCourse Workshop Evaluations](#)
- IIA7.12 [Faculty & Staff Advancement Awards](#)
- IIA7.13 [ARC Website](#)
- IIA7.14 [ESSC Website](#)
- IIA7.15 [Marina Education Center Website](#)
- IIA7.16 [ENSL Service Training Project](#)
- IIA7.17 [MLC Website](#)
- IIA7.18 [Digital Services Librarian](#)
- IIA7.19 [Math Learning Center Coordinator](#)

**II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Monterey Peninsula College does not at this time use departmental and/or program examinations.

**II.A.9 The institution awards credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

**Evidence of Meeting the Standard**

- MPC awards credit for courses based on student attainment of student learning outcomes (SLOs) and course objectives. MPC’s curriculum development processes use both student learning outcomes and course objectives to describe the skills and knowledge that students will be able to demonstrate as they successfully exit a course [IIA9.1].
- Instructors assign course grades based on students’ proficiency with course objectives and learning outcomes. By earning course credit in courses within a chosen program of study, students fulfill degree and/or certificate requirements. Students cannot achieve their degree or certificate without attaining satisfactory (i.e., “C or better”) levels of proficiency in the stated student learning outcomes for their major courses [IIA9.2].
- MPC’s courses use the Carnegie Unit, where for every one hour of lecture, the student has two hours of outside coursework/homework assigned to supplement classroom learning. Students are informed of the number of units to be awarded for each course in the College Catalog [IIA9.3, IIA9.4] and class schedules [IIA9.5], as well as via individual course syllabi.

**Analysis and Evaluation**

***Awarding Credit Based on Student Attainment of SLOs***

MPC awards credit for courses based on student attainment of student learning outcomes (SLOs) and course objectives. MPC’s curriculum development processes use both student learning outcomes and course objectives to describe the skills and knowledge that students will be able to demonstrate as they successfully exit a course [IIA9.1, p. 45]. SLOs are broader in scope; course objectives have a more specific and narrow focus, and support or build towards the broader SLOs. Course outlines of record document how attainment of each course objective will be measured or assessed (e.g., written examination, performance evaluation, skills demonstration, portfolio presentation, oral presentations). As the Curriculum Advisory Committee (CAC) reviews and approves course outlines, it considers whether the objectives and their respective methods of assessment are appropriate (see Standard II.A.2). As instructors assess the degree to which students meet the course objectives, there is an implicit connection to students’ attainment of the broader SLOs for the course. To receive course credit, students must earn a letter grade of at least a “D” in the course (or “Pass” in a pass/no pass course). Thus, MPC awards credit based on an assessment of the attainment of course objectives and, by extension, the broader SLOs based on those objectives.

### ***Awarding Degrees and Certificates Based on Student Attainment of SLOs***

Attainment of student learning outcomes is central to the basic structure underlying MPC's degree and certificate awards. Instructors assign grades based on students' proficiency with course objectives, which in turn, support the broader SLOs for the course as described above. Students earn course credits by achieving a passing letter grade. By earning course credit in courses within a chosen program of study, students fulfill degree and/or certificate requirements. Students cannot achieve their degree or certificate without attaining satisfactory (i.e., "C or better") levels of proficiency in the stated student learning outcomes for their major courses [IIA9.2, p. 50]

For example, a Political Science Associate in Arts for Transfer degree is awarded when a student earns credits in the appropriate courses and therefore attains the following program learning outcomes:

1. Identify the primary theories and methods associated with the four major subfields of the political science.
2. Explain the relationship of political outcomes (i.e., constitutions, laws, treaties, wars, etc.) to the institutional structures that have produced them.
3. Identify the primary variables in the political development of the institutions of U.S. government.
4. Relate the primary theories of political motivation to the actions of political actors, both individual and institutional.

Students attain these program-specific learning outcomes (as well as the general education outcomes and competencies) by completing a prescribed program of study [IIA9.3, p. 67]. The course of study consists of either the CSU or IGETC General Education Pattern and 60 transferable units, including 18-19 total units selected from specific courses within the Political Science discipline. Student learning outcomes within individual courses in the program build into the program-level outcomes, as shown in the example in Figure 1.

#### **Figure 1: Relationship between Program Learning Outcome and Course SLOs**

**Program Outcome:** Explain the relationship of political outcomes (i.e., constitutions, laws, treaties, wars, etc.) to the institutional structures that have produced them.

#### **Examples of related SLOs from courses in the Political Science AD-T**

- Explain contemporary political and legislative outcomes in terms of the national principles from the Declaration of Independence and US Constitution. (POLS 1)
- Show how foreign policy is made and how other international actors have used power in pursuit of their interests. (POLS 4)
- Describe both U.S. and California constitutions and examine how they treated African Americans as a civic population. (POLS/ETNC 16)

As students attain satisfactory proficiency in the student learning outcomes related to political outcomes and institutional structures in the individual courses, they build toward attainment of the learning outcomes for the program.

In another example, a Cisco Networking and Security Professional – Certificate of Achievement is awarded to students who earn credits in the appropriate courses and attain the following learning outcomes:

1. Configure Cisco routers to perform local and wide area network routing using various routing protocols.
2. Configure Cisco switches to perform network switching.
3. Implement and configure security on local and wide area networks.

Students attain the learning outcomes for the certificate program as they complete the prescribed program of study [[IIA9.4](#), p. 80]. This includes completing 20 units from courses related to network fundamentals (CSIS 76A, CSIS 179), switches and routers (CSIS 177A and 178), and network security (CSIS 198). Course outlines and explicitly state how students will be assessed and graded, based on the degree to which they attain the objectives and outcomes for each course. As with the Political Science AA-T example described above, student learning outcomes within the individual courses in the certificate program build into the certificate-level outcomes.

### ***Units of Credit Reflect Accepted Norms in Higher Education***

MPC awards units based on acceptable norms. Courses follow the “Carnegie Unit,” where for every one hour of lecture, the student has two hours of outside coursework/homework assigned to supplement classroom learning. Students are informed of the number of units to be awarded for each course in the College Catalog and class schedules [[IIA9.5](#)], as well as via individual course syllabi.

**Conclusion:** Monterey Peninsula College meets Standard II.A.9.

### **Evidence Cited**

- IIA9.1 [Faculty Handbook: Student Learning Outcomes](#), p. 45
- IIA9.2 [2015-2016 College Catalog: Degree & Certificate Information](#), p. 50
- IIA9.3 [Program Description: AAT in Political Science](#) (Catalog, p. 67)
- IIA9.4 [Program Description: CoA, Cisco Networking & Security Professional](#) (Catalog, p. 80)
- IIA9.5 [Fall 2015 Course Schedule](#)

**II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the college develops articulation agreements as appropriate to its mission. (ER 10)**

#### **Evidence of Meeting the Standard**

- The College provides transfer policies and related information to students through the College Catalog and Career & Transfer Resource Center, as well as through individual meetings between counselors and students [IIA10.1 – IIA10.3].
- The College has articulation agreements in place with other institutions where patterns of student enrollment between institutions have been identified [IIA10.5].

#### **Analysis and Evaluation**

##### ***Accessible Transfer-of-Credit Policies***

MPC counselors work closely with students to develop education plans that focus on transferability of courses. Counselor-student dialogue serves as one way in which the College makes its transfer-of-credit policies available and accessible to students. Counselors provide essential information to students when they first enter MPC and require aid in assessing previous course work from other institutions. Counselors also provide information on transfer-of-credit policies to students as they prepare to transfer from MPC to another institution [[IIA10.1](#)].

The Career and Transfer Resource Center works closely with counselors and students to provide clear transfer-of-credit policies to students and to insure that students understand what is required to transfer. Services at the Center include academic planning workshops, transfer workshops, application workshops, sponsoring visits from university representatives, and communicating the essentials of Transfer Agreement Guarantee (TAG) programs that allow students to receive early notification of conditional acceptance to 11 University of California campuses [[IIA10.2](#)]. These efforts facilitate the mobility of students from other institutions to from MPC to other institutions, while minimizing unnecessary coursework or student financial resources.

The Course Catalog, Schedule of Classes, and Course Syllabi communicate transfer of credit policies, as well. The course descriptions in the Course Catalog and Schedule of Classes include number of units, type(s) of grades earned, total number of hours, means of instruction, course content, and transferability. Course syllabi specify objectives consistent with those in officially approved course outlines or include student learning outcomes, thus, providing a means by which MPC students who are transferring to other institutions can provide documented MPC course learning outcomes facilitating transferability. Furthermore, the MPC Catalog details the

steps required to transfer to the CSU, UC systems, Local Private Colleges, and Out-of-State universities [[IIA10.3](#), p. 114-115].

### ***Certification of Other Institutions' Learning Outcomes***

Counselors perform course content evaluations of coursework taken at other institutions to determine which courses fulfill certificate, degree, and/or transfer requirements at MPC. Counselors and students work together to assess coursework from other institutions. After obtaining information about the course from the student, the counselor works with transcripts and/or directly with other institutions to assess course-to-course-to-articulation status; this includes comparing MPC course descriptions with catalog descriptions for courses taken at other institutions. If a student has completed coursework at a UC, CSU, or another California community college and wants to transfer to a UC or CSU, counselors refer to articulation information on the ASSIST.org website to determine how the courses apply to general education requirements and the student's major. Counselors document the applicable courses on students' advising sheets and place them in the student's matriculation file. When courses are articulated they are defined as comparable to or accepted in lieu of courses at a receiving campus; thus, course learning outcomes articulate, as well.

If a student has completed coursework at a private or out-of-state college, MPC counselors access the catalog of the college in question and review course descriptions to determine whether courses on the student's transcript are comparable to courses at MPC, and whether these courses satisfy general education and/or the major requirements. Counselors use professional judgment to make decisions during the course evaluation process, and seek assistance from MPC faculty in the subject area if they cannot make a determination.

### ***Articulation Agreements and Patterns of Enrollment***

The College establishes articulation agreements as curriculum is developed and revised, and in response to requests from MPC faculty, and other institutions. The Articulation Officer sits on the Curriculum Advisory Committee, which allows for direct awareness of curriculum decisions that might affect current agreements or require new ones. The Articulation Officer uses maintenance reports on the ASSIST.org website identify appropriate articulation with other institutions in the state [[IIA10.4](#)]. Information on the ASSIST site also helps the Articulation Officer support faculty as they develop or revise courses to meet articulation requirements.

The Articulation Officer reviews existing curriculum at least three times a year in order to report curriculum changes to the ASSIST coordination site. Further review of curriculum changes occurs as the Articulation Officer prepares the annual Summary of Curricular Changes Transferable Courses for distribution to all two and four-year public institutions in California. Reviewing summaries of curricular changes from the four-year institutions helps the College identify necessary and possible articulation changes.

The College develops articulation agreements with other institutions in support of its mission to provide for students wishing to pursue transfer goals. MPC's transferable courses and programs offer equivalent content and rigor to lower division programs in four-year colleges and universities. Extensive articulation has been established and maintained over the last several decades with all institutions identified as primary transfer institutions.

As of fall 2015, MPC offers 17 AA-T or AS-T degrees in association with SB1440 [[IIA10.5](#), p. 50-51]. These degrees guarantee admission to CSU campuses for any MPC students who complete the requirements satisfactorily, and ensure that the transferring student will need no more than 60 units after transfer to earn a bachelor's degree.

**Conclusion:** Monterey Peninsula College meets this Standard II.A.10.

### **Evidence Cited**

- IIA10.1 [Counseling & Academic Advising Website](#)
- IIA10.2 [Career & Transfer Center Website](#)
- IIA10.3 [2015-2016 College Catalog: Transfer Steps](#), p. 114-115
- IIA10.4 [Assist.org](#)
- IIA10.5 [2015-2016 College Catalog: AD-T List](#), p. 50-51

**II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

- MPC uses its GEOs as its general education program outcomes and as its institutional-level learning outcomes. All broad discipline areas have an assigned GEO [IIA11.1, IIA11.3].
- Students who wish to graduate must meet specific graduation requirements in Reading and Writing, Mathematics, and Information Literacy. Graduation requirements are clearly stated in the College Catalog [IIA11.2].
- Degree and certificate programs also include program-specific outcomes that describe the application of general competencies within the context of a specific discipline area. Competencies for reading, writing, information literacy, and quantitative analysis are built into the curriculum and general education requirements [see Tables 1 and 2 below].

### **Analysis and Evaluation**

All MPC programs incorporate general competencies related to communication, information literacy, quantitative and analytical inquiry, ethical reasoning, and respect for diverse perspectives through course SLOs, program SLOs, and General Education Outcomes (GEOs). MPC uses its GEOs as its general education program outcomes and as its institutional-level

learning outcomes. Institutional Outcomes describe the skills or abilities that should characterize those students that leave MPC after spending multiple semesters at MPC pursuing degree, certificate, or transfer goals and successfully engaging in the GE program. In addition, students who wish to graduate must meet specific graduation requirements in Reading and Writing, Mathematics, and Information Literacy. GEOs and graduation requirements are clearly stated in the College Catalog [[IIA11.1](#), p. 55; [IIA11.2](#), p. 51]

All broad discipline areas have an assigned GEO [[IIA11.3](#), p. 56-58]. Degree and certificate programs also include program-specific outcomes that describe the application of general competencies within the context of a specific discipline area. For example, program-level outcomes for the Associate of Arts in History for Transfer degree specify how students will apply skills described in the Social Sciences GEO (GEO D) in the context of the discipline of history. Competencies for reading, writing, information literacy, and quantitative analysis are built into the history curriculum and general education requirements. Upon successful completion of the program, students have demonstrated attainment of the program-level outcome, the GEO, and competencies such as communication and ethical reasoning. Tables 1 and 2 below provide examples of the relationship between the GEO, Program Learning Outcomes, and competencies in a transfer and CTE program.

**Table 1: AA-T History -- Program Area Outcomes and Competencies**

GEO D: Social Sciences	Program Learning Outcomes:	Competency / PLO Relationship
<p>Upon successful completion of this area, students will have demonstrated an ability to:</p> <p>critically examine and comprehend human nature and behavior, social traditions, and institutions.</p>	<p>Upon successful completion of the program, students will have demonstrated the ability to:</p> <ul style="list-style-type: none"> <li>• Read and analyze primary and secondary sources.</li> <li>• Write College-level analytical essays on historical subjects.</li> <li>• Describe the basic chronological history of the U.S., Europe, and elective non-European regions chosen by the student.</li> <li>• Use race, class, and gender as categories of analysis to understand history</li> </ul>	<p>Communication (demonstrating ability through writing or presentation through writing)</p> <p>Information (ability to read and analyze primary and secondary sources)</p> <p>Quantitative (examination will include some quantitative analysis)</p> <p>Analytical (Critically examining includes analytics)</p> <p>Ethical reasoning, engaging diverse perspectives (examination of social traditions)</p>
<p><i>History AA-T Outcomes and Requirements from the 2015-2016 College Catalog [<a href="#">IIA11.4a</a>, p. 65]</i></p>		

**Table 2: Automotive Technology Program Area Outcomes and Competencies**

GEO E2: Lifelong Learning / Careers	Program Learning Outcomes	Competency / PLO Relationship
<p>Upon successful completion of this area, students will have demonstrated</p> <p>an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals.</p>	<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the necessary skills and work habits for entry-level employment and advancement in trades associated with automotive maintenance and repair.</li> <li>• Use repair manuals and parts catalogs.</li> <li>• Diagnose problems with automatic transmissions.*</li> <li>• Repair automatic transmissions*</li> <li>• Service front wheel drives and transaxles.*</li> </ul>	<p>Communication (demonstrating ability through writing or presentation)</p> <p>Information (ability to identify and analyze trade-specific data)</p> <p>Quantitative (accurate assessment of maintenance issues)</p> <p>Analytical (accurate diagnosis of maintenance issues)</p> <p>Ethical reasoning and engaging with diverse perspectives (examination of personal goals; entry-level employment skills and work habits)</p>
<p>**From the “Fast Track: Automatic Transmissions” certificate. Similar outcomes exist for fast track certificates on brake systems, automotive steering and suspensions, and standard transmissions.  <i>Automotive Technology Degree/Certificate Outcomes from the College Catalog [IIA4.b, p. 72-73]</i></p>		

Through this structure, the College has ensured that programs include content related to communication, information literacy, quantitative and analytical inquiry, ethical reasoning, and the ability to engage with diverse perspectives.

During the preparation of the SER, the College determined that program level outcomes in place for Associate Degrees for Transfer (AD-Ts) and CTE degrees and certificates described the competencies and knowledge students gain through program completion with much greater specificity than the GEOs currently used as program learning outcomes for Associate of Arts and Associate of Science degrees. As the Learning Assessment Committee streamlines program assessment processes, it will facilitate a discussion about developing more specific program learning outcomes for those programs with only a GEO in place.

**Conclusion:** Monterey Peninsula College meets Standard II.A.11; however, there are opportunities for continued improvement in this area.

**Actionable Improvement Plan**

The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved

learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.

### **Evidence Cited**

- IIA11.1 [2015-2016 College Catalog: MPC General Education Areas](#), p. 55
- IIA11.2 [2015-2016 College Catalog: Graduation Requirements](#), p. 51
- IIA11.3 [Faculty Handbook: GEO Mapping](#), p. 56-58
- IIA11.4 Sample Program Descriptions, 2015-2016 College Catalog
  - a. [History AA-T](#), p. 65
  - b. [Automotive Technology](#), p. 72-73

**II.A.12 The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in the catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### **Evidence of Meeting the Standard**

- Per established Board Policy, the College requires that its degree programs include a general education component. MPC's General Education components are clearly outlined in the College Catalog [IIA12.1 – IIA12.3].
- MPC's Curriculum Advisory Committee, working with discipline faculty, determines the appropriateness of each course for inclusion in the general education curriculum [IIA12.6 – IIA12.8].
- The College's general education curriculum provides students with broad exposure to knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. General education learning outcomes (GEOs) include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning [IIA12.3 – IIA12.4].

### **Analysis and Evaluation**

The California State Board of Education has authorized Monterey Peninsula College to confer the Associate in Arts (AA), Associate in Arts for Transfer (AA-T), Associate in Science (AS), and Associate in Science for Transfer (AS-T) degrees. These degrees are awarded to students who have satisfied competency requirements (reading, writing, mathematics, and information competency), General Education requirements, major/area of emphasis requirements, a minimum of 60 degree-applicable units with a 2.0 ("C") grade point average, and local completion

requirements of 12 units, with at least six in a major concentration area. The College Catalog clearly outlines the specific requirements for attaining each degree and certificate awarded by the College [[IIA12.1](#), p. 51].

MPC structured its General Education (GE) program through a faculty-driven process, with the core philosophy that students who have fulfilled the GE requirements should be prepared to participate in civil society, and have a broad, general understanding of the knowledge, practices, and approaches in the arts, humanities, the sciences, mathematics, and social sciences [[IIA12.2](#)]. The MPC GE program is divided into six broad areas, each with a direct relationship to the arts, humanities, sciences, mathematics, social sciences, lifelong learning, self-development, and/or culture understanding. Each GE area has a General Education Outcome (GEO), which clearly states what skills and knowledge students are expected to learn as they complete requirements for that area [[IIA12.3](#), p. 55]

MPC's GE program aligns with the CSU GE-Breadth and the Inter-segmental General Education Transfer Curriculum (IGETC) general education patterns. All three GE patterns are similar in scope and expectations [[IIA12.4](#), p. 55]. All three GE patterns and the MPC GEOs are clearly stated in the College Catalog [[IIA12.5](#), p. 53-56].

#### ***Determining Appropriateness of Courses to Include in the General Education Curriculum***

MPC faculty request that courses be included in the General Education curriculum as they develop or revise course proposals. The Curriculum Advisory Committee (CAC) then considers whether the course meets the standards for inclusion in MPC's GE pattern [[IIA12.6](#)]. After approval by the CAC, MPC also submits courses to the CSU and UC systems for approval to be included in the CSU-Breadth and IGETC GE patterns. Therefore, the CAC carefully compares any courses under consideration for the MPC GE program to the GE standards published by the CSU and UC systems, as well. Both the CSU and IGETC Standards are posted on the CAC website so that faculty can review them as they develop or revise their courses, prior to requesting inclusion in the GE patterns [[IIA12.7](#)]. In addition to the standards for each GE pattern, the document "Guiding Notes for General Education Course Reviewers," published by the CCC Chancellor's Office, assists the CAC in their determination. Typically, the CAC considers courses for inclusion in the CSU and IGETC patterns in the fall semester, and for inclusion in the MPC GE pattern in the spring semester.

The GE Requirements subcommittee reviews each course proposed for GE inclusion by comparing the course description, objectives, and content to established standards for each pattern. After this review, the subcommittee makes a recommendation about whether a course meets the standards for inclusion. The full CAC considers the subcommittee's recommendations at its GE review meetings. For example, at its GE review on 22 April 2015, the CAC discussed and then approved the subcommittee's recommendation to include Business 49: Professional Selling in MPC GE Area E2: Lifelong Learning and Self-Development, as an Introduction to Careers course. At the same time, the CAC denied the request for Business 49 to be included in

MPC GE Area A2: Communication and Analytical Thinking, as the course content did not demonstrate the interconnection or bridging of many different disciplines required by the MPC GE Standards [[IIA12.8](#)].

The CAC follows this process when reviewing courses for potential inclusion in CSU and IEGTC patterns, as well. As with the recommendation for the local GE requirements, the full CAC hears the recommendations of the GE review subcommittee and makes a determination about whether courses are appropriate for inclusion by comparing the course description, objectives, and, content to the established standards for the CSU and IGETC patterns. Once the CAC determines that a course meets the standards for inclusion, the course is submitted to CSU and UC reviewers for articulation. As of the spring 2016 semester, 309 GE courses at MPC articulate with the CSU GE pattern, and 207 courses with the IGETC pattern [[IIA12.9](#)].

### ***Providing Broad Comprehension of the Development of Knowledge: General Education Outcomes (GEOs)***

MPC's GE program has comprehensive learning outcomes for the students who complete it. Together, the GEOs lead to:

- An understanding of the basic content and methodology of the major areas of knowledge, through experiences within the humanities and fine arts, the natural sciences, and the social sciences;
- The capability to be a productive individual and lifelong learner, through the development of skills related to oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means; and,
- Recognition of what it means to be an ethical human being and effective citizen, through development of qualities such as an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities.

Students meet these competencies as they complete the GE courses. Students develop oral and written communication skills as they engage in classroom discussions, demonstrate knowledge through examinations or presentations, by writing papers, delivering speeches, , and participating in group activities. Laboratory work in a variety of science classes requires students to collect and analyze data using a wide range of equipment and computerized technologies. Many classes also require that students use MPC Online or other websites to access resources, turn in assignments, and/or share information with classmates.

Courses in the natural sciences and mathematics strongly emphasize scientific and quantitative reasoning. In an effort to promote inter-disciplinary dialogue, instructors within the physical and biological sciences have developed a common SLO for all courses in their area. The common SLO addresses the importance of using quantitative reasoning as students use the scientific

method to investigate phenomena in the natural world, and then correctly apply concepts, theories, and technology to explain these phenomena.

### ***Developing Skills for Lifelong Learning and Application of Learning***

By completing courses within the General Education requirements, students have the opportunity to explore their options and discover what it means to be productive, lifelong learners. Students also have opportunities to develop transferrable skills. As demonstrated above, each GE pattern (CSU GE-Breadth, IGETC, and MPC GE) includes written communication, scientific and quantitative reasoning, critical analysis/logical reasoning, and the ability to acquire knowledge through a variety of means (e.g., different pedagogy, disciplines, or instructors). Students gain information competency skills through the written communication requirement for each GE program, and/or through formal information competency courses offered by the Library (LIBR 50: Introduction to Library and Research Skills, or LIBR 80: Internet Literacy).

Likewise, students develop computer literacy in many areas of the GE curriculum. Increasingly, courses integrate basic computer literacy skills into class activities, providing students with the opportunity to build skills in this area as they successfully participate in class. English and speech communication classes, for example, typically require students to hand in work that is typed and appropriately formatted. Other courses require the use of MPC Online to access class resources, extend discussions, and turn in coursework. Students may build their skills or explore computer literacy as a professional field by enrolling in a Business Skills Center course under Area E2 in the MPC General Education track.

### ***Preparing Students for Responsible Participation in Civil Society***

Throughout the General Education curriculum, students gain exposure to concepts related to responsible participation in civil society. Ethics, discussions of attributes of effective citizens, respect for cultural diversity, and other components of civic responsibility are explored in philosophy, speech communication, women studies, ethnic studies, political science, humanities, biology, anthropology, and English courses, among others. Participation in these courses introduces students to varied perspectives on social values and responsibilities. Many programs provide opportunities to consider the ethical implications of study and application of skills.

The importance of responsible citizenship is also incorporated into topics such as workplace standards, encouragement of cooperation, and respect for others in academic and professional settings. Group activities in all classes require students to practice civility, use appropriate interpersonal skills, express cultural sensitivity, and take personal responsibility for their contribution to group tasks. The widespread use of such pedagogical methods provides students with the tools to recognize the meaning of ethics and effective ways to contribute to their academic and local community.

Monterey Peninsula College students appear to feel that they have the capacity to be lifelong learners. Students gave a rating of 5.83 (out of 7) to the Noel-Levitz Student Satisfaction

Inventory item, “I am able to experience intellectual growth here.” In addition, students feel that “there is a good variety of courses provided on this campus” (satisfaction rating of 5.57 out of 7), and that “nearly all classes deal with practical experiences and applications” (5.57 out of 7) [[IIA12.10](#)].

**Conclusion:** Monterey Peninsula College meets Standard II.A.12.

### **Evidence Cited**

- IIA12.1 [2015-2016 College Catalog: Degree Requirements](#), p. 51
- IIA12.2 [Board Policy 3001: General Education](#)
- IIA12.3 [2015-2016 College Catalog: MPC General Education Areas](#), p. 55
- IIA12.4 [2015-2016 Faculty Handbook: GE Mapping Table](#), p. 55
- IIA12.5 [2015-2016 College Catalog: GE Patterns](#), p. 53-56
- IIA12.6 [MPC GE Standards](#)
- IIA12.7 [CAC website](#)
- IIA12.8 [CAC Minutes, 4/22/15](#), p. 4
- IIA12.9 [Articulation Report, Spring 2016](#)
- IIA12.10 [Noel-Levitz Student Satisfaction Inventory: 2014 vs. 2009](#)

**II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Evidence of Meeting the Standard**

- MPC awards the Associate of Arts, Associate of Arts for Transfer, Associate of Science, and Associate of Science for Transfer degrees. To earn one of these degrees, a student must complete a minimum of 60 degree-applicable units, including courses selected from a major concentration (i.e., a specific discipline or area of inquiry). Each major concentration focuses around at least one area of inquiry or interdisciplinary core [[IIA13.1](#) – [IIA13.3](#)].

### **Analysis and Evaluation**

#### ***Requiring Focused Study in an Area of Inquiry or Interdisciplinary Core***

Monterey Peninsula College awards the Associate of Arts, Associate of Arts for Transfer, Associate of Science, and Associate of Science for Transfer degrees. To earn one of these degrees, a student must complete a minimum of 60 degree-applicable units, including courses selected from a major concentration (i.e., a specific discipline or area of inquiry). Each major concentration focuses around at least one area of inquiry or interdisciplinary core [[IIA13.1](#), p. 61-67, [IIA13.2](#), p. 52, [IIA13.3](#), p. 57]. In addition to providing focused study within a specific area of inquiry, transfer majors enable students to complete the lower division requirements of similar programs at four-year Colleges or universities; career-technical (CTE) majors prepare students for a specific occupation or career path.

### ***Specialized Courses Based on Student Learning Outcomes and Competencies***

As discussed in Standard II.A.3, all courses at MPC, including specialized courses within a specific area of inquiry and interdisciplinary courses, have Student Learning Outcomes (SLOs). MPC faculty and departmental chairs remain active in their professional fields to ensure course content, learning outcomes, and objectives reflect current thinking in the disciplines. During the learning outcomes assessment process (i.e., instructor and program reflections), faculty consider all aspects of SLOs including their appropriateness to key theories in the field. In this way, MPC faculty expertise provides one level of assurance that specialized courses are based on SLOs that reflect key theories and practices within the field of study. Standard II.A.9 outlines how course-level SLOs build to mastery and attainment of program-level outcomes within a specific area of inquiry.

MPC's Curriculum Advisory Committee (CAC) provides another level of assurance that courses are based on key theories and practices within the field of study. During the curriculum review process, the CAC assesses the course in terms of its place within its discipline. Additionally, CAC considers stated course objectives in terms of their appropriateness to the degree level. Since course objectives build into course SLOs, the CAC assessment helps to ensure that the course SLOs reflect key theories and practices within the field of study at the appropriate degree level.

All courses at MPC, including specialized courses in an area of inquiry or interdisciplinary core, include student learning outcomes and competencies, as discussed in Standard II.A.3 and II.A.9. In addition to regular review of course objectives and SLOs during the curriculum development and review process, the C-ID articulation process also helps the College assure that course SLOs reflect key theories and practices within the field of study. During the C-ID process, each course is reviewed to ensure the course content (including learning outcomes and objectives) meet expectations for lower-level coursework and leads to mastery of appropriate competencies and key theories within the specific area of inquiry.

**Conclusion:** Monterey Peninsula College meets Standard II.A.13.

#### **Evidence Cited**

- IIA13.1 [2015-2016 College Catalog: ADT Program Descriptions](#), p. 61-67
- IIA13.2 [2015-2016 College Catalog: AA/AA-T/AS-T Majors with CSU and IGETC GE](#), p. 52
- IIA13.3 [2015-2016 College Catalog: AA/AS Majors with MPC-GE](#), p. 57

**II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.**

## Evidence of Meeting the Standard

- MPC’s career-technical certificate and degree programs prepare students to enter the workforce, and the curricula supports student attainment of technical and professional competencies, employment standards, and employer expectations in each given field. Program learning outcomes are clearly stated in the College Catalog [IIA14.1].
- In fields where external licensure or certification is required for employment or optional for job advancement, program curricula are structured to prepare students for their exams [Table 1 below, IIA14.3 – IIA14.6].

## Analysis and Evaluation

MPC’s career-technical certificate and degree programs prepare students to enter the workforce, and the curricula supports student attainment of technical and professional competencies, employment standards, and employer expectations in each given field. In fields where external licensure or certification is required for employment (Nursing), the curriculum is intentionally based on industry standards to prepare students for their exams. Each program has program- and course-level learning outcomes in place that align with employment and other applicable standards [IIA14.1, IIA14.2]. All career-technical programs have local advisory committees made up of representatives of local industry and potential employers. Advisory groups meet at least once per year to review the curriculum and make recommendations to ensure that the student learning outcomes are consistent with current industry and employer expectations.

MPC’s career-technical programs include several examples of competency-based curricula to ensure that graduates demonstrate technical and professional competencies for employment and, if applicable, are prepared for external licensure and certification in their field. For example, more than 80% of MPC’s Nursing program graduates have become employed as registered nurses within nine months of graduation. In addition, the pass rates for those students taking the National Council Licensure Exam (NCLEX), which is required for employment in this field, have exceeded 90% in four of the past five years.

**Table 1: Licensure Pass Rates, Nursing**

	10/11	11/12	12/13	13/14	14/15
NCLEX RN Exam Pass Rates) <sup>1</sup>	96.23	100%	86.67%	95.65%	93.33%

Source:

<sup>1</sup> *NCLEX Pass Rates*. CA Board of Registered Nursing. <http://www.rn.ca.gov/schools/passrates.shtml>

MPC’s Automotive Technology program also prepares students for a national exam. The ASE (Automotive Service Excellence) Certification is the current industry standard certification for automotive technicians. Although voluntary and not required for employment in this field, ASE certification leads to better job opportunities for technicians. In order to earn certification in an area of automotive maintenance (e.g., Brakes), prospective candidates must pass an ASE certification exams on in that subject area and provide proof of two years relevant work experience. Most of MPC's Automotive Technology courses are designed around the ASE

requirements and help students prepare for the certification exams. Courses that emphasize ASE Certification preparation clearly state this objective in the catalog description [[IIA14.3](#)]. Course syllabi further reinforce the connection between the class and the ASE certification, both in the stated student learning outcomes and the description of the final exam [[IIA14.4](#)].

As ASE Certification is voluntary in the automotive industry and students generally sit for the exam after two years of work experience (often after they leave MPC), it is difficult to track certification pass rates. However, the National Institute for Automotive Service Excellence, the organization that administers the ASE Certification, offers a student-level certification. As students successfully complete the final exam in each ASE prep course, they receive a student-level ASE certification in that area of focus. In the spring 2014 semester, the ASE awarded 49 student certificates to MPC students. Program faculty estimate that 70% of students enrolled in the Automotive Technology program in 2013-2014 received student-level certification in at least one ASE area.

The Automotive Technology program builds opportunities for supervised professional experience into the curriculum. Two courses in particular, AUTO 161: Supervised Automotive Trade Experience I and AUTO 162: Supervised Automotive Trade Experience II, give students a chance to develop professional work habits in a functioning repair shop environment [[IIA14.5](#)]. Known on campus as “Auto Tech Skills Lab,” these two courses simulate the environment of an auto repair facility. Students have the opportunity to perform general maintenance and light repair on cars brought in by MPC personnel under the supervision of MPC instructors. The primary goal for the lab is to enhance student learning; Automotive Technology instructors select repair jobs for the Auto Tech Skills Lab based primarily on whether the potential repair will benefit student learning, and secondarily on whether the Automotive Technology program has the correct tools and information to service the vehicle properly [[IIA14.6](#)].

The institution relies on input from advisory committees to help ensure that its CTE graduates demonstrate technical and professional competencies that meet employment and other applicable standards. Input from the advisory committees helps the institution structure its CTE programs and establish student learning outcomes to meet the expectations of local employers. For example, members of the Administration of Justice Advisory Committee are active professionals in the local criminal justice system, including representatives from the county District Attorney’s office, local police departments, state police, and correctional facilities. Advisory Committee members have helped to open educational opportunities for students, both in terms of sites for fieldwork experience access to sites for field trips. One member of the Advisory Committee was able to help the department chair arrange for class visits to the Salinas Valley Correctional Facility. Committee members have also made suggestions about professional expectations that have led to curriculum revisions. In one case, a committee member representing the California Highway Patrol indicated that underdeveloped essay writing skills have become a barrier for entry into the Highway Patrol. As a result, the department has incorporated more essay writing

into ADMJ courses to give students opportunities to practice writing within their discipline that goes beyond writing case briefs and police reports.

**Conclusion:** Monterey Peninsula College meets Standard II.A.14.

### **Evidence Cited**

- IIA14.1 [2015-2016 College Catalog](#)
- IIA14.2 [CTE Programs Website](#)
- IIA14.3 [Catalog Course descriptions: Automotive Technology](#)
- IIA14.4 [Sample Syllabus: AUTO 106](#)
- IIA14.5 [Course Outlines of Record: AUTO 161 & AUTO 162](#)
- IIA14.6 [Auto Tech Skills Lab Policies and Frequently Asked Questions](#)

**II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Evidence of Meeting the Standard**

- The College has policies and procedures in place that outline the process for program discontinuance in a manner that allows students to complete their education with minimal disruption [IIA15.1 – IIA15.2].
- When program requirements are significantly changed, the College provides information to students to ensure that they are aware of the changes and can complete their education with minimal disruption [IIA15.5 – IIA15.7].

### **Analysis and Evaluation**

Monterey Peninsula College is committed to providing students with excellent instructional programs. When circumstances require that a program must be significantly changed or discontinued, the College considers the needs of students, and takes steps to minimize disruptions to students within the program, as outlined in Board Policy 3005: Academic Program Discontinuance and its accompanying administrative procedures.

#### ***Program Discontinuance***

Board Policy 3005: Academic Program Discontinuance requires MPC to adopt and follow procedures for discontinuing academic programs [[IIA15.1](#)]. Administrative Procedure 3005: Procedure for Academic Program Discontinuance outlines the discontinuance process and the steps taken to provide for the needs of students in the event that a program is eliminated [[IIA15.2](#)]. Both the Board Policy and accompanying administrative procedure were last reviewed and re-affirmed by the Governing Board in June 2007.

The discontinuance procedure is initiated for a program exhibiting one or more early warning signs (e.g., significant or ongoing drop in enrollments or completion rates; changes in the local

job market; lack of available qualified program personnel; diminished pool of prospective students, etc.). The process allows for a focused examination and analysis of a program, and based on the results of the examination, may lead to one of three outcomes: no further action, College assistance for the program, or discontinuance.

Once a recommendation to initiate the discontinuance procedures for a program, the Vice President, Academic Affairs (VPAA) establishes an *ad hoc* discontinuance committee and charges them with conducting a focused, objective evaluation of the program in question. To help prevent bias, discontinuance committees consider the following information during any discontinuance process:

- Enrollment trends over 3 years, and influences on those enrollments
- Persistence and completion rate trends
- Retention rate trends
- FTES/FTEF trends
- Scheduling trends
- Program resource availability, including equipment, staffing, facilities, marketing and outreach efforts to date, and any partnerships
- Balance of College offerings within and across disciplines
- Alternative program options
- Transfer issues
- Permanent or cyclical barriers
- Costs/FTES trends
- Costs to revitalize the program

In discussions of career-technical programs, committees also consider:

- In-depth labor market and self-employment data
- Information/issues related to programmatic accreditation, licensing, or certification
- Regional issues (e.g., duplication of programs, enrollment/demand trends)
- Curriculum and industry standards
- Licensure issues (including examination pass rates, if applicable)

After reviewing the data and completing its evaluation, the committee reaches consensus about next steps. The committee presents its findings to the program faculty, area dean, and Academic Senate. Committee recommendations for College assistance or discontinuance are taken to College Council for action; College Council makes the assistance or discontinuance recommendation to the Superintendent/President on behalf of the institution.

Once a program has been discontinued, program staff contact students currently enrolled in the program to assess their needs and concerns. Counselors work with any students who are unable to complete the program during the discontinuance period, and assist them in making alternate

arrangements for program completion (such as locating transfer options or other feasible and reasonable alternatives).

In the current accreditation cycle, only one program, Marine Science and Technology (MAST), has been recommended for discontinuation. In Nov. 2013, the VPAA convened a discontinuance committee to discuss the possibility of discontinuing the MAST program due to low enrollments and declining completion rates. After its review of program vitality data, the committee recommended discontinuance based on several factors, including low enrollment, declining enrollment, limited local job opportunities in the field, insufficient funding, and lack of full-time faculty. In its recommendations, the committee noted that it expected the impact of discontinuance on students to be minimal, as few students were actively enrolled in the program [[IIA15.3](#)].

The committee further recommended that four courses from the MAST program be maintained, as they were believed to be viable courses that could continue to attract enrollment. Two of these four courses (MAST 10 and MAST 31) were added to the Oceanography program. The final two, MAST 111 and MAST 178, remain as .5-unit electives for students wishing to train as docents at the Monterey Bay Aquarium [[IIA15.4](#)]. After discussing the ramifications of the recommendation, the Academic Senate concurred with the committee, and supported its recommendation to the College Council.

### ***Significant Program Changes***

When program requirements are significantly changed, departmental faculty determine what course substitutions are appropriate for any courses being deleted or renumbered. Faculty and counselors work to communicate changing requirements with students currently enrolled in the program alternatives with students to ensure they understand their options. Information about renumbering is printed in the College Catalog [[IIA15.5](#), p. 121-123].

For example, curriculum revisions in the Art department resulted in a new course numbering system that went into effect in fall 2013. To help students prepare for and understand the changes, the Art department communicated with students in several different ways to ensure that the changes were broadly publicized. In addition to in-class announcements and mailings to students, the Art department produced informational posters that were hung around the department [[IIA15.6](#)], and published an FAQ on the department blog that explained the changes [[IIA15.7](#)].

**Conclusion:** Monterey Peninsula College meets Standard II.A.15.

### **Evidence Cited**

- IIA15.1 [Board Policy 3005: Academic Program Discontinuance](#)
- IIA15.2 [Administrative Procedure 3005: Procedures for Academic Program Discontinuance](#)
- IIA15.3 [MAST Discontinuance Recommendation](#)
- IIA15.4 [2015-2016 College Catalog: Remaining MAST Courses](#)

- IIA15.5 [2015-216 College Catalog: Course Department/Number Changes](#), p. 121-123  
IIA15.6 [Art Department Poster: Information about Renumbering](#)  
IIA15.7 [Creative Arts Blog: FAQ on Renumbering](#)

**II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

#### **Evidence of Meeting the Standard**

- The College regularly evaluates instructional programs, including collegiate, pre-college, and career-technical programs. Improvements to courses and programs are made as curriculum is reviewed during program review. Ongoing improvements may also emerge from annual Program Reflections dialogue [IIA16.1 – IIA16.7].
- The College gathers input from CTE Advisory committees to ensure that its career-technical programs reflect current industry standards and desired outcomes [IIA16.8].
- The College’s Continuing Education courses are evaluated and improved using methods appropriate for the course in question [IIA16.10 – IIA16.11].

#### **Analysis and Evaluation**

##### ***Evaluating and Improving Quality and Currency: Collegiate and Pre-Collegiate Programs***

To ensure that instructional programs remain vibrant and relevant, every instructional program participates in a comprehensive program review every six years. The program review process requires that each department’s faculty review quantitative and qualitative data to evaluate the health and quality of programs, identify gaps, and establish goals and improvement plans for the following six years. When evaluating program health and quality, faculty the relevance of course and program offerings; appropriateness of course learning outcomes; currency of content; and anticipated or emerging needs for future development. The Academic Affairs Program Review template also includes an examination of student learning and achievement, in which faculty review student learning outcomes data (including quantitative and qualitative course assessments and departmental dialogue about program outcomes), and student success and retention data [[IIA16.1](#)].

During the comprehensive program review, program faculty complete a curriculum review as one part of its review of currency and quality of the program. The Curriculum Advisory Committee (CAC) reviews proposed program and course revisions during the curriculum review, evaluating the quality and currency of each course and program, regardless of location or mode of delivery. Members of the CAC’s Technical Review subcommittee have specific assignments as they review a course proposal, including review of course objectives and SLOs, and the methods of evaluation used to assess each course objective [[IIA16.2](#)]. For example, the course

development process requires that a representative reading assignment from the course be submitted for review. The faculty member proposing the course describes how the assignment promotes critical thought and outlines specific skills developed by the assignment [IIA16.3]. As the Technical Review subcommittee reviews the proposal, members evaluate the quality and currency of the representative assignment and provide feedback or request revisions from the course originator as necessary. This process leads to programmatic changes designed to enhance student learning and support student achievement.

The Reflections process provides a structure for ongoing evaluation of program quality and currency within the program review cycle. Faculty from each program evaluate and discuss issues of quality and improvement during program reflections dialogues each fall, and as they build action plans for their program each spring. These evaluations may lead to program changes ranging from the addition of new courses to new assessment methods or methods of instruction [IIA16.4, p. 80-82]

For example, program reflections within the Counseling Department resulted in the development of a new course, PERS 10: Introduction to College Success. Beginning in fall 2011, the counseling department's discussions noted the lack of adequate time during 1:1 counseling appointments to apprise individual students of the many academic requirements and complete education plans. Mandates within of the Student Success and Support Program, including the requirement for all students to complete education plans, highlighted this problem. Through continued reflection on these and other influences, the department developed PERS 10 to provide students with information necessary for transition into College, schedule-building, school policies and culture, and education planning [IIA16.5, p. 221].

After the course was launched, evaluation during departmental Reflections revealed the need to allow more time for students to complete all of the content of the course successfully [IIA16.6]. As a result, the course was revised from .5-unit to 1-unit.

### ***Evaluating and Improving Quality and Currency: Career-Technical Programs***

Career-technical education (CTE) programs participate in the program review processes described above as their parent division goes through comprehensive program review every six years. In addition, Education Code (§ 78016) requires that Colleges evaluate the effectiveness of their CTE programs every two years. The two-year review process provides an opportunity to ensure the quality and currency of the program and respond to evolving or emerging industry and labor market needs. As with comprehensive program review, CTE faculty may determine that changes to learning outcomes or program design are warranted in order to improve student achievement and/or ensure program quality. During the Medical Assisting program review in summer 2013, faculty made several changes to improve both quality and currency of the program. First, they determined that student learning outcomes for several courses were outdated. As a result, MEDA faculty reviewed and revised all SLOs, rewrote and re-sequenced courses, and established requisites to guide students through the program in a more progressive

manner. A third clinical course was added to the program in order to cover all required competencies for a medical assistant and allow time to foster a deeper understanding and practical application of critical concepts. The reflections process also provides CTE faculty with a structure for regular and ongoing evaluation of the quality and currency of their programs. For example, reflections discussions led faculty to proposed extending the program from two semesters to three, in order to give program graduates time to develop the desired soft skills and maturity that would make them more employable [[IIA16.7](#), p. 38].

In addition to the institutional processes of program review and reflections, each CTE program receives feedback on the quality and currency of the curricula from its local advisory committee. Each advisory committee meets at least once each year with the department chair and as many faculty and staff of the program who can attend. Advisory committee discussions focus on the relevance of MPC's curriculum to specific industry and workforce needs. Advisory committee members' organizations often serve as externship and internship sites; these "hands-on" experiences complement MPC's CTE curricula, and provide opportunities to assess how well the curricula prepare students for practical application of skills and knowledge.

Finally, several of MPC's CTE programs adhere to the standards of field-specific state certification and national accrediting agencies [[IIA16.8](#), p. 2]. In each case, the certification and/or programmatic accreditation requirements help the College to ensure and maintain quality and currency of content.

### ***Evaluating and Improving Quality and Currency: Continuing Education Courses***

Regular evaluation of Continuing Education courses occurs in one of two ways, depending on the type of course in question. Courses that provide job training (Certified Nurse Assistant (CNA), Pharmacy Technician, and Phlebotomy Technician training) adhere to state standards regarding curriculum, externships, and instructor certifications. The College offers these classes in partnership with external organizations, and each organization assumes responsibility for regular instructor evaluations [e.g., [IIA16.9](#)].

All other Continuing Education courses conclude with an evaluation survey administered to students during the last class meeting. Course instructors and the Dean of Instruction with oversight for Continuing Education review the survey results, and use them to make improvements to the course [[IIA16.10](#)]. For example, surveys for the first CNA class offering indicated that many students wanted additional hands-on skills practice during class time prior to beginning their clinical experience. Using this feedback, course developers established a lab classroom with hospital beds and wheelchairs where students can learn and practice required skills prior to and during their clinical rotations in community facilities.

**Conclusion:** Monterey Peninsula College meets Standard II.A.16.

### **Evidence Cited**

- IIA16.1 [Academic Affairs Program Review Template](#)
- IIA16.2 [CAC Tech Review Assignments](#)
- IIA16.3 [Sample Course Outline with Assignment Information, GEOL 9](#)
- IIA16.4 [Sample Program Reflections, Earth Sciences](#) (see p. 80-82)
- IIA16.5 [2015-2016 College Catalog: PERS 10 Description](#), p. 221
- IIA16.6 [Spring 2014 Program Reflections, Orientation](#) (see p. 173)
- IIA16.7 [2013 Medical Assisting Program Reflections](#) (see p. 38)
- IIA16.8 [2015-2016 College Catalog](#), p. 2
- IIA16.9 [Sample Contract Education Evaluation](#)
- IIA16.10 [Sample Continuing Education Course Evaluation Survey](#)