



February 12, 2013

Susan Clifford, Ed.D.  
Vice President of Commission Operations  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
10 Commercial Blvd, Suite 204  
Novato, CA. 94949

Dear Dr. Clifford,

Enclosed please find Monterey Peninsula College's final Substantive Change Proposal for Distance Education. The proposed change will allow MPC to offer 50% or more of programs through a mode of distance or electronic delivery.

One hard copy of the final report is enclosed along with a CD containing the electronic version of the report and the evidence documents.

Any questions regarding this report can be directed to Dr. Celine Pinet, Vice President for Academic Affairs, at (831) 646-4034 or via email at [cpinet@mpc.edu](mailto:cpinet@mpc.edu).

Thank you very much. We look forward to receiving the results of your review.

Sincerely,

A handwritten signature in blue ink that reads 'Walter A. Tribley'.

Dr. Walter Tribley  
Superintendent/President

Enclosures

# Substantive Change Proposal

## February 2013

Change to Allow Programs Where 50% or More of a Program Can be Offered Through a Mode of Distance or Electronic Delivery

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**MONTEREY PENINSULA COLLEGE ONLINE**

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## A. A concise description of the proposed change and the reasons for it

### A.1. A clear and concise description of the change

The purpose of this proposal is to request approval to offer 50% or more of each of the programs in [Appendix A](#) through a mode of distance education either through electronic delivery or correspondence education.

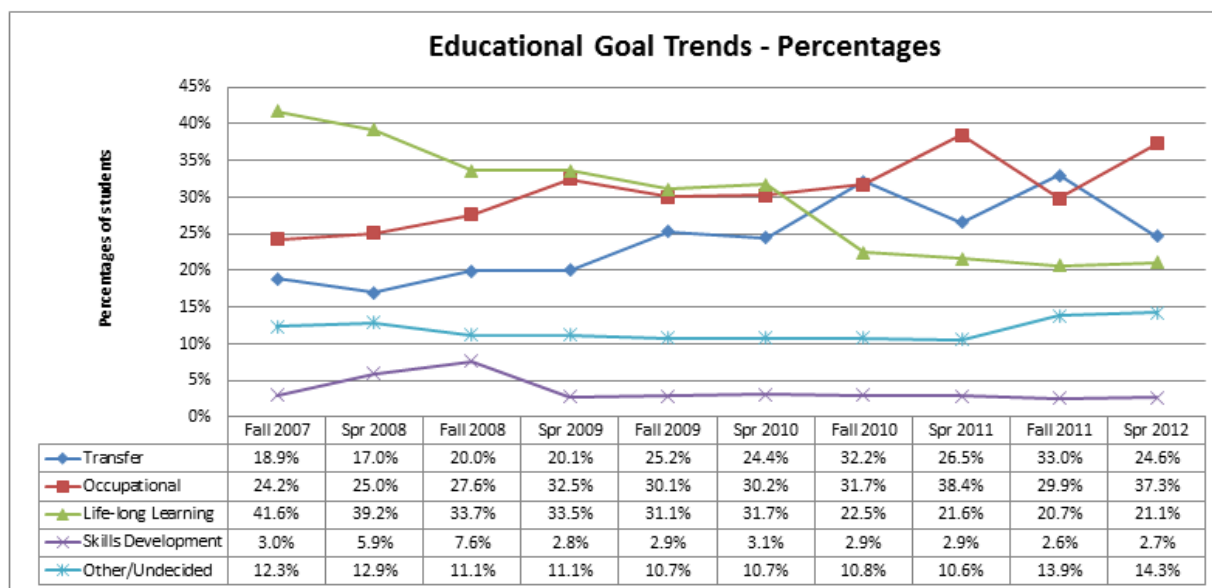
Specific requirements and course options for the listed Associate of Arts degrees, Associate of Science degrees, Certificates of Achievement, Certificates of Training, and IGETC and CSU GE-Breadth general education transfer requirements are shown in detail in [Appendix B](#).

### A.2. Evidence of a clear relationship to the institution’s stated mission

In its mission statement, Monterey Peninsula College commits itself to

*...fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.*

Graduation from MPC with a transfer or occupational degree or certificate has and continues to be a primary goal of MPC students, as the demographic trends chart below demonstrates (see [Appendix C](#) for the full 2012 Profile Enrollment Demographics Trends document):



Source: Referential data files

However, the majority of MPC’s students (73.4% as of Spring 2012) attend part-time. Strong anecdotal evidence suggests that many of these students have commitments such as full-time jobs or family responsibilities that make it difficult to attend classes on a traditional schedule. Distance learning supports graduation goals of non-traditional students by providing convenient, flexible access to course materials. The college has long recognized that distance learning

supports the learning and success of all students, traditional and non-traditional alike, by allowing for the incorporation of interactive technologies and a variety of media applications into courses and services.

MPC has responded to the demand for and growth in its online course offerings by developing structures and protocols to support online course delivery, ensure quality, and enable student success consistent with the mission and institutional goals of the college. The MPC Board of Trustees approved the 2011-2014 institutional goals on May 24, 2011 ([Appendix D](#)). These goals explicitly link online learning to the promotion of academic excellence and student success in Objective 1.3 under Institutional Goal 1:

**Institutional Goal 1: Promote academic excellence and student success.**

Objective 1.1: Investigate ways to articulate student success that represent the diverse range of our students' goals, and retain strong academic integrity and high academic standards.

Objective 1.2: Improve student experiences by supporting the quality of instruction and service delivery through

- a. creating a framework for faculty and staff to learn, share ideas, engage in dialog and collaborate.
- b. promoting efforts to analyze the effectiveness of programs and make improvements based on the results.

Objective 1.3: Develop and prioritize the implementation of an online learning strategic plan that includes institutional support, protocols, and assessment of instruction.

Objective 1.4: Develop and implement ways to

- a. more effectively recruit and select excellent faculty and staff.
- b. train and mentor new faculty and staff so that they most effectively serve students and promote learning.

Distance learning represents one of the college's continuous goals related to student success. As subsequent sections of this document will demonstrate, online learning has become institutionalized at every level as the college works to meet these objectives.

**A.3. Discussion of the rationale for the change including labor market analysis**

In developing its distance learning offerings, Monterey Peninsula College has kept the needs of the local community and potential labor market in mind. MPC began offering distance learning courses as early as 1973, and online courses as early as 2000/2001. In 1973, MPC began offering courses through the Bay Area Community College Television Consortium called "College by Televisions." Until the 1990's, students were able to watch programs broadcast in the mornings and evenings through cable television, complete homework assignments from texts and workbooks, then come to campus for seminars, mid-terms, and final tests.

The college faced the major challenge of replacing lost full-time equivalent students (FTES) following the closure of Fort Ord in 1994. Development of a high-quality distance learning program that could be delivered through the Internet was identified as a key growth strategy for successful replacement of these lost FTES. Such a program would provide greater accessibility

and flexibility to a wide range of students stretched by competing demands of work, family, and academic life. Internet-based delivery was also viewed as a particularly good fit to meet mobility needs of the remaining military families stationed in the area who desired “just in time” educational opportunities.

In 1999, MPC began developing structures to support online distance education through a campus initiative titled “Collaborative Training for Online Course Development.” This project, funded by a grant from the David and Lucile Packard Foundation ([Appendix E](#)), increased MPC’s course offerings in an effort to reach a greater number of students not being served due to problems of scheduling and logistics. Expanded online course offerings created opportunities for potential students to access college resources, participate in life-long learning, upgrade their skills and meet new training needs, and eventually earn certificates and degrees. Local business leaders also wanted to take advantage of new training opportunities afforded by the online delivery method. In October 2003, local business and industry representatives expressed interest in online offerings for their employees, culminating in MPC’s Business Advisory Committee forwarding a recommendation to offer online Business courses ([Appendix F](#)).

Online course offerings at MPC have increased steadily since the 9 initial courses offered in 1999/2000. By 2006/2007, the college was offering 57 sections of online courses. Five years later, the number of online sections had more than doubled—in 2010/2011, 141 online sections were offered. For the full 2010-2011 Distance Learning Report for Online and Living Room courses, please see [Appendix G](#).

As the table below demonstrates, FTES from online courses has also grown steadily over this same period, and has more than doubled over the past five years.

Year	FTES Trends		% of FTES from Online
	MPC Total	Online	
2001-02	7799.73	<b>0</b>	0.00%
2002-03	8080.12	<b>17.44</b>	0.22%
2003-04	7920.79	<b>27.37</b>	0.35%
2004-05	7225.69	<b>52.83</b>	0.73%
2005-06	6713.25	<b>103.48</b>	1.54%
2006-07	7651.58	<b>184.69</b>	2.41%
2007-08	8096.78	<b>222.88</b>	2.75%
2008-09	7915.16	<b>255.89</b>	3.23%
2009-10	7438.68	<b>337.00</b>	4.53%
2010-11	6836.19	<b>447.60</b>	6.55%
2011-12	6704.37	<b>406.97</b>	6.07%

Source: Chancellor’s Office Data Mart

As of the end of the 2011-2012 academic year, online enrollment accounts for 6.07% of the college’s total FTES. (The small decline between 2010-11 and 2011-12 is due largely to a planned reduction in course offerings to address statewide reductions in apportionment.)



Current (2010) labor market data for the Salinas Metropolitan Statistical Area (<http://www.calmis.ca.gov/htmlfile/msa/salinas.htm>), which includes the Monterey Peninsula, indicate that occupations requiring an associate degree or bachelor's degree with the most projected openings through 2018 are for teachers, nurses, medical secretaries, general and operations managers, auditors, and accountants. This labor market data also project regional growth in professions related to nursing, medical assisting, pharmacy, computer software development, hospitality, and education. The requested change will allow Monterey Peninsula College to continue to best serve its students as they pursue credentials and training for these occupations. At the same time, this change will allow further support of transfer and Basic Skills students, supporting their success and enabling them to meet their academic goals by providing high quality instructional programs and maximizing opportunities for meaningful learning experiences.

**B. A description of the program to be offered if the substantive change involves a new educational program, or change**

**B.1. The educational purposes of the change are clear and appropriate**

The Change in Mode of Delivery does not involve the creation of new educational programs. The programs reflected in this substantive change proposal are existing programs offered at Monterey Peninsula College. The college is requesting approval to teach more than 50% of each of the programs listed in [Appendix A](#) through distance education format.

Since MPC is now positioned to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement), Associate Degrees using these requirements have been included in this request, as well.

Distance education courses are listed in a separate section of the College Catalog and Schedule of Classes for easy access by students. All distance education courses have the same content, course objectives, and student learning outcomes as on-ground courses.

**B.2. The proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to student learning programs and services and resources.**

Monterey Peninsula College provides a variety of courses via distance education to meet the needs of students. Although MPC currently offers less than 50% of its General Education courses online, our goal is to have students be able to meet all of the MPC associate degree General Education requirements, except the natural science lab requirement, through distance education.

All distance education courses have the same content, course objectives, and student learning outcomes as their counterpart on-ground courses. All distance education courses are reviewed to ensure that student learning is occurring, provisions are made for student support, and the courses are compliant with the Americans with Disabilities Act (ADA). This review process also ensures that distance education courses meet the same eligibility requirements, accreditation standards, and Commission policies as their on-ground counterparts.

As evidenced by this proposal, Monterey Peninsula College offers its distance education program, in general, and general education, Associates degree, transfer degree, and Certificate of Achievement programs, in particular, in compliance with the Accrediting Commission Policy on Distance Learning. Evidence that the program will meet Eligibility Requirements is given in below in Section G.

## **C. A description of the planning process which led to the request for the change**

### **C.1 Evidence of the change's relationship to the institution's planning, evaluation, and stated mission**

The Monterey Peninsula College (MPC) mission statement reads as follows:

*Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.*

The MPC Online Mission Statement reads:

*The mission of MPC Online is to support the development and delivery of quality online courses and programs with support given to faculty and students in their efforts to maximize successful learning outcomes.*

The structure, mission, and goals of the MPC Online support the development and delivery of quality online courses and programs that in turn enable students to meet their academic goals. MPC Online was established as a campus cost center that:

- a. Secures funding for Center operations through the MPC planning and resource allocation process.
- b. Provides support services and information to students taking online courses.
- c. Provides support for instructors at all stages of development and implementation of online courses and programs.
- d. Creates an MPC Online Website that provides links to critical academic, advising, financial, and counseling support services and programs for online students.
- e. Provides evaluation tools and establishes processes that secure relevant feedback on online course design, implementation, and student learning.

Further commitment to the integration of distance education into the mission and goals of the college can be seen in the *Strategic Initiative for the Growth and Development of MPC Online*, which has been included in the College's 2012-2017 Education Master Plan ([Appendix H](#), p. 41). In the context of the institution's long-range plan, this initiative outlines strategic goals for the development of quality distance education programs, certificates, and certifications offered at MPC.

### **C.2 Assessment of Needs and Resources**

Using ACCJC recommendations for distance education ([Appendix I](#), Recommendation 4) as a guide, MPC developed a long-term plan for distance education with the primary objective of "serving the educational needs of the online student at MPC and supporting distance education faculty" ([Appendix J](#) #19). The plan was proposed by the Institutional Committee on Distance

Education (ICDE), reviewed by all shared governance committees, and approved by the College Council on December 16, 2010.

The plan document reviews and assesses all aspects of distance education at MPC, including: the College Mission Statement, the Mission and Goals for Distance Education, Administrative Structure and Reporting Lines, Planning and Funding, Website Development for Distance Education, Student Services, Online Course and Instructor Evaluations, Goals for Online Student Success, and Training and Development.

In addition to assessing needs and resources, recommendations for further development are given. This document has served as the overarching guide to establishing goals, identifying priorities, and focusing efforts to improve distance education at MPC since it was approved in December 2010.

### **C.3. Anticipated effect of the proposed change on the institution**

It is intended that MPC students will benefit from the requested distance education online programs through flexibility in scheduling and technological advances in instructional offerings. Approval of this substantive change will provide opportunities and access to education for students who otherwise might not be able to attend and/or complete their educational goals. As has been mentioned above, many MPC students juggle full-time or part-time jobs in addition to family responsibilities. Commuting difficulties, child-care arrangements, lack of sufficient classroom space, and high gasoline costs are substantial challenges to on-campus attendance.

### **C.4. Clear statement of the intended benefits that will result from the change**

The Internet is an essential tool not only in the workplace, but also in institutions of higher learning through the integration of online courses with traditional offerings. In order to remain a competitive provider of higher educational opportunities, meet the needs and expectations of current students, and attract new enrollments, MPC must increase utilization of the Internet as one of its primary modes of delivery. The requested change will allow MPC to continue to best serve its students in their career and occupational learning goals. At the same time, this change will allow further support of transfer and Basic Skills students, supporting their success and enabling them to meet their academic goals by providing high quality instructional programs and maximizing opportunities for meaningful learning experiences.

### **C.5. A description of the preparation and planning process for the change**

Online distance learning offerings at MPC began with nine sections of distance learning courses in 1999/2000. As the table below shows, the demand for online offerings increased steadily through the next five years. By 2006/2007, 57 course sections were offered online.

FTES enrollment in online sections also increased steadily during this period, as the chart below demonstrates:

Year	FTES Trends		% of FTES from Online
	MPC Total	Online	
2001-02	7799.73	<b>0</b>	0.00%
2002-03	8080.12	<b>17.44</b>	0.22%
2003-04	7920.79	<b>27.37</b>	0.35%
2004-05	7225.69	<b>52.83</b>	0.73%
2005-06	6713.25	<b>103.48</b>	1.54%
2006-07	7651.58	<b>184.69</b>	2.41%

Source: Chancellor’s Office Data Mart

In response to this growth and recognizing the need to “maintain the integrity and viability of educational programs and courses offered through distance education,” the Curriculum Advisory Committee (CAC) approved a mission statement for Distance Education to guide development of and improvements to courses offered via interactive distance technologies ([Appendix K](#)) in May of 2007.

In Fall 2008, the Academic Senate formed a joint committee with the Monterey Peninsula College Teachers Association (faculty union) to discuss negotiable issues related to distance education. This joint committee recommended several items on which the Academic Senate might wish to take action ([Appendix L](#)). In response to these recommendations and those received from the CAC, the Academic Senate Executive Committee suggested four broad action areas for the Academic Senate to consider ([Appendix M](#)). The Executive Committee’s suggestions encouraged continued communication and collaboration with the CAC as that body developed processes and procedures to address distance education courses. The Executive Committee further recommended the creation of an ad-hoc Academic Senate/CAC Distance Education Task Force that would, among other things, develop a Distance Education Plan that investigated the implications of increased use of distance education courses within the college.

In Spring 2009, the Distance Education Task Force was formed and charged with seven specific tasks:

1. Develop a Distance Education Plan that investigates the implications of increased use of Distance Education at Monterey Peninsula College.
2. Review and revise, if necessary, the *Distance Learning at Monterey Peninsula College – Handbook for Instructors* so that it includes sections about pedagogy, training, and technological support.
3. Present to the Academic Senate appropriate sections of the Distance Education Handbook so that they may be vetted by the faculty. Appropriate sections are those that deal with academic and professional matters, and will include new sections, revised sections, and old sections that have never been vetted in the past.
4. Review any existing Board Policy on Distance Education to see if it needs revision. If it needs revision, take appropriate steps to send it through the shared governance board policy review process.

5. Ensure that Monterey Peninsula College is in compliance, or plan ways to achieve compliance, with the California Education Code and Title 5 of the California Code of Regulations, and ACCJC standards concerning Distance Education.
6. Bring any major changes in process and/or policy to the Academic Senate for approval.
7. Bring any difficult to resolve issues to the Academic Senate, or appropriate shared governance committee, for further dialogue and direction.

The Distance Education Task Force met throughout the Fall 2009 and Spring 2010 semesters and formed recommendations to address the issues listed above. Summary meeting agendas and minutes can be found in [Appendix N](#).

In March 2010, a thirteen-member accreditation team visited MPC for its scheduled evaluation. With regard to distance education, the team suggested that a more formal structure was needed to support growth and development of distance education, noting that the “continuing development of a distance education committee with a clear mission and strategic goals aligned to the institutional outcomes of the college will help to standardize an effective framework for faculty and staff participation,” including incorporating distance education functions and support into institutional planning and resource allocation processes.

The team also suggested a different organization for the distance education website to improve ease of access to information and appropriate referrals to student support services and assistance, noting a concern that “online students might not have the same access to student support services and programs as students enrolled in on-ground classes. Distance Education students may be at a disadvantage in terms of having to become more self-reliant in order to take advantage of the array of student services available to them (IIA.1b and IIA.2d).”

In reaffirming MPC’s accreditation ([Appendix I](#)), the team required the college to complete two Follow-Up Reports, including one directly related to the following recommendation for its distance education program:

**Recommendation #4:**

To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses. (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).

In response to accreditation team’s recommendations, the college developed a plan ([Appendix J #1](#)) that included replacing the Distance Education Task Force with an Institutional Committee on Distance Education (ICDE), with membership representing faculty, staff, administration, and students. The response plan also included the recommendation to assign a Faculty Coordinator for Distance Education (40% load assignment) with a direct reporting line to the Vice President of Academic Affairs. The Faculty Coordinator for Distance Education and the Vice President of Academic Affairs would co-chair the ICDE and work collaboratively to prepare reports and implement ICDE recommendations. This plan was approved in its entirety by College Council

([Appendix J, #2-3](#)) in September 2010, and the ICDE was formally established as a standing committee in the shared governance process at the college.

Committee bylaws were established and approved outlining the purpose, function, and structure of this recommending body for the administration of the MPC Online Center ([Appendix O](#)). As noted in the bylaws, “The Institutional Committee on Distance Education serves as a recommending body to the administration of the MPC Online Center on all matters related to online teaching and learning. Recommendations on issues pertaining to academic and technical support for online students and instructors, policies and procedures, as well as planning and development of online offerings will be addressed by this committee.”

The first meeting of the ICDE was held on September 17, 2010 ([Appendix J #4](#)), at which time the charge, mission, and timeline of committee work were discussed. The committee’s first task was to prepare the Follow-Up Report for the ACCJC, but the ICDE members recognized that the report afforded an opportunity to develop a long-term plan that could provide direction, support, and greater visibility for distance education at the college. The ICDE met every week for the next four weeks ([Appendix J #5, #6, #7, #8](#)), reviewing best practices and developing recommendations for distance education at MPC. Committee members were assigned a topic outlined in the ACCJC action letter and related to their area of expertise and were asked to investigate MPC’s current practices and research best practices. Their findings were reported back to the ICDE and became the basis for the committee’s recommendations to the College. As information was gathered, it was posted on the ICDE committee website ([Appendix J #18](#)) that was developed to keep the campus community informed.

A draft of “Response to ACCJC Accreditation Recommendation #4 On Distance Education” ([Appendix J #19](#)) was then vetted through the shared governance process ([Appendix J #9a, #10a, #11a, #13a, #13b](#)). Recommendations from the Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), Student Services Advisory Group (SSAG), and College Council were incorporated into this report. On December 16, 2010 the College Council approved the report in principle and asked that the ICDE move ahead through the resource planning and allocation process to establish a Cost Center for Distance Education. (The MPC Online Cost Center will be discussed in greater detail below in Section D.)

Once the Response document was approved, the ICDE met an average of twice a month to prioritize and implement the listed recommendations. It was apparent to the committee that the recommendations in this campus report would have to be accomplished over the long term as resources became available. It was important, however, that the key areas of improvement listed in the ACCJC Recommendation #4 on Distance Education receive more immediate attention. Therefore, the ICDE prioritized to take action on the following during the 2010-2011 academic year:

1. Establish a separate cost center for distance education through the resource planning and allocation process.
2. Update the procedure for student evaluations of online instructors.
3. Provide faculty development opportunities on campus for online instructors.
4. Update the curriculum approval process.
5. Work on recommendations for negotiable items regarding distance education.
6. Update the MPC Faculty Handbook for Distance Education.
7. Pursue outside funding opportunities.

In April 2011 a preliminary outline for the first Follow-Up Report for Recommendation #4 was presented to the ICDE for input and recommendations. The outline was approved ([Appendix J #16 & #17](#)) and the preliminary draft was vetted and edited by committee members.

Presentations on the draft were made to shared governance groups in May, August and September of 2011 ([Appendix J #9b, #9c, #10b, #11b, #12c, #12d](#)) and feedback was solicited from each group. The final report was approved by the College Council on September 6, 2011 ([Appendix J #15c, #15d](#)) and Board of Trustees on September 27, 2011 ([Appendix J #43b](#)).

In February 2012, the ACCJC sent an action letter to the college requesting a second Follow-up Report demonstrating the specific actions taken toward Recommendation #4 on Distance Education. The Institutional Committee on Distance Education (ICDE) prepared a draft response of activities, initiatives, procedures, and protocols that had been established and implemented to demonstrate that the institution was making progress in its implementation of ACCJC recommendations ([Appendix P](#)). The ICDE finalized the draft at its April 6, 2012 committee meeting. The proposal went through the shared governance process. Feedback from the Academic Affairs Advisory Group, Administrative Services Advisory Group, Student Services Advisory Group, Academic Senate, and the College Council was incorporated into the final version of the report, which was presented Board of Trustees for approval July 25, 2012 ([Appendix Q](#)).

The second Follow-Up Report outlines the accomplishments that are in place to ensure quality distance education experiences and support student success. First, the report addresses the second part of Recommendation #4, "...that the Distance Education Task Force develop clear protocols and strategic goals for the distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2, and IIA.6)." This narrative is followed by an analysis of results to date, evidence of results, and future plans for distance education at Monterey Peninsula College. Follow-up Report #2, therefore, provides an excellent description of the planning and preparation that has taken place towards improving evaluation processes and clarifying the protocols and strategic goals in place for online learners. This report was delivered to the ACCJC in October 2012. The full text and evidence list of this report are given in [Appendix P](#).

In addition to the progress described in Follow-Up Report #2, the ICDE also continued to educate the campus community about best practices and guidelines for course design and implementation through professional development workshops offered on campus. Workshops focused on maintaining administrative quality, best practices in online instruction, and technology tools for online learning. These workshops were offered once a month during the spring 2011 semester and throughout the 2011-2012 academic year. An online newsletter was also launched to keep instructors informed of current developments in online education ([Appendix J #45a, #45b](#)). In addition to these workshops, the Flex Day Committee has provided the ICDE with a standing presentation slot for Flex Day activities since the 2011 spring semester.

Continued planning for the improvement and enhancement of online programs takes place in the ICDE. As an example, see [Appendix R](#) for minutes of ICDE discussions regarding goals for the 2012-2013 academic year.



**D. Evidence that the institution has analyzed and provided for adequate human, physical, technology and financial resources necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality**

**D.1 Adequate and accessible student support services**

As indicated in Follow-Up Report #2, the ICDE's plan to address student access to online student services ([Appendix P, p. 6-7](#)) included the following components:

- a. Review college services offered to on ground students and evaluate the appropriateness of offering them online.
- b. Review and update all program and student service web pages for accuracy and the ability of online students to easily access their offerings.
- c. Provide direct links from the MPC Online webpage to online advising/counseling.
- d. Provide direct links to all Student Services tailored to the online learner.
- e. Design a Readiness Assessment to assess technology skills, access to technology and study habits for the online learner.
- f. Develop online student handbook addressing necessary information and skills for student success in an online course environment.

In developing this plan, the ICDE recognized that the MPC College website is a vital link to campus programs and services for all students and especially online students, and that it is critical that all campus sites are reviewed for accuracy and updated on a systematic basis. ([Appendix J #19](#)). To this end, the ICDE's long-term plan to address online access to student services also included the following:

- a. A redesign of the "MPC Online" campus webpage with a focus on providing information to students and faculty that supports successful online learning and teaching,
- b. Changes to the link title on the MPC College Home Page to "MPC Online" to initiate a higher profile for MPC online courses and programs,
- c. Creation of informational links that are up to date and complete, and that support easy navigation of the entire MPC College website,
- d. Population of the "MPC Online" webpage with information that includes but is not limited to:
  1. Student assessment for online readiness
  2. Current online course offerings
  3. Transfer paths to online and traditional programs at four-year institutions
  4. Direct access to online registration in courses
  5. Support services – academic, counseling, financial aid, etc.
  6. Tips on navigating online course platforms
  7. MPC degree and certificate programs

The ICDE moved forward with each component, as described in Follow-Up Report #2 ([Appendix P](#)). Links to student services sites can be found in the evidence list for [Appendix P](#). Monitoring the usage of the MPC Online webpage for accuracy and usability is an ongoing activity of the ICDE; updates to this site are made on an as-needed basis ([Appendix R](#)).

As the ICDE noted in Follow-Up Report #2, improving online student access to student services must be an ongoing process involving the entire campus community. Some areas were found to need additional resources, e.g., tutoring services. The ICDE will continue investigating methods of providing online tutoring with MPC Learning Center coordinators with the aim of implementing an efficient and effective support mechanism for the online learning environment. Online students will be informed of how these services can be accessed as these services become available.

In addition to the student support services available online, MPC also offers technology training and support for students. Student technology training is handled in a variety of ways: through class orientations, training documents and tutorials available on the campus website, teacher instruction, handouts at registration, open sessions in the library, and open sessions during special events such as Lobos Days. The primary technical training topics are MPC student email, the MPC website portal, and MPC Online use for online classes. Students have a phone number and email address for help desk questions related to instructional software, primarily the Moodle course management system.

## **D.2 Sufficient and qualified faculty, management, and support staffing**

The reporting lines for distance education staff members, and the ICDE in the shared governance process were established in the campus long-term plan for distance education ([Appendix J #35](#)). Please see [Appendix S](#) for the Organizational Chart Showing current lines of administrative oversight for courses administered through MPC Online.

Historically, the management oversight of the distance education program has been a joint responsibility between Academic Affairs and Administrative Services. In Fall 2000, the Vice President of Academic Affairs had administrative responsibility for the program. At the time, an instructional technology specialist was hired to provide technical support for distance education. In Spring 2001, a new associate Dean of Instructional Technology and Development was hired in Academic Affairs to oversee instructional technology under the direction of the Vice President of Academic Affairs. Her doctoral degree was in distance education; hence, she was given full responsibility of the distance education program. She moved to Administrative Services in Fall 2006 due to an unexpected vacancy, and was subsequently promoted to Dean of Technology and Media Services. She retained responsibility distance education until Fall 2008.

In 2008-2009, the college assigned the oversight for the distance education program to a newly hired Dean of Economic Development and Off-Campus Programs under the supervision of the Vice President of Academic Affairs. For Spring 2009, the college had agreed to award reassigned time to a faculty member to conduct a faculty training needs assessment for instructors currently teaching or willing to teach online. Based on the result of this needs assessment, the Dean of Economic Development and Off-Campus Programs was to submit an action plan for academic year 2009-2010 through the planning and resource allocation process. This action plan included opportunities for possible expansion of the online curriculum, projected costs, faculty training needs, and online resources needed to enhance student success and retention. However, because the fiscal environment changed significantly since that plan was developed, its suggested actions have been deferred until such time as the economic conditions can support them.

Subsequent fiscal constraints prompted the college to implement some unplanned cost-saving measures, including the deferral of classified, faculty and administrative positions. One of the deferred administrative positions was the Dean of Instruction, Letters, Arts and Sciences. This deferral reduced the number of instructional deans at the college from three to two and prompted a reorganization of Academic Affairs, shifting the focus of program development from expansion to maintenance. The reorganization also entailed redistributing the duties and responsibilities of three instructional deans among two. In the examination of duties and responsibilities, it became apparent that some initiatives would need to be delayed, while others would receive a lower profile. Economic Development was placed on hiatus and the administrative support for distance education was reassigned to the Dean of Technology and Media Services, who reported to the Vice President of Administrative Services, a non-academic area.

The Dean of Technology and Media Services retired August 31, 2012. Continued fiscal constraints required the college to re-examine the structure and functionality of the Dean of Technology and Media Services position. The re-establishment of the Associate Dean of Instructional Technology ([Appendix T](#)) and Director of Information Services ([Appendix U](#)) positions was determined to be the best course of action to continue moving MPC forward in meeting its goals for distance education ([Appendix V](#)). Searches for both positions began during the summer of 2012 and were completed in fall 2012. The Associate Dean of Instructional Technology reports to the Vice President of Academic Affairs and has direct oversight of distance education programs. The Faculty Coordinator for Distance Education, a 40% load assignment funded through the MPC Online Cost Center, reports to the Associate Dean of Instructional Technology and Development.

Throughout these changes in leadership, the instructional technology specialist remained responsible for providing faculty and student support for distance education.

As discussed above in Section C, the Institutional Committee on Distance Education (ICDE) is now an established standing committee in the shared governance process at MPC. The ICDE serves in an advisory capacity in recommending distance education activities and establishing priorities. As noted in the bylaws, “The Institutional Committee on Distance Education serves as a recommending body to the administration of the MPC Online Center on all matters related to online teaching and learning. Recommendations on issues pertaining to academic and technical support for online students and instructors, policies and procedures, as well as planning and development of online offerings will be addressed by this committee.”

In this context, the ICDE now oversees the development of formal reporting procedures for online programs. The committee has updated protocols for online and hybrid course curriculum approvals, ensures the inclusion of student learning outcomes in all online courses, publicizes resources and professional development activities for online faculty, and works to make resources and services that support online student success more visible to online students.

Administrative oversight for distance education curriculum support has remained in Academic Affairs. The Dean of Instructional Planning, who oversees institutional processes such as curriculum, budget planning and instructional facilities planning, is the Academic Affairs representative on the Curriculum Advisory Committee. (More detail on CAC procedures is given below in Section E.) He also sits on the Academic Affairs Advisory Group and the College Council, the principal shared governance body that makes recommendations on planning

and resource allocation to the Superintendent/President. The online course approval process also includes review and sign-off by a CAC subcommittee, comprised of the Associate of Instructional Technology and Development, Faculty Coordinator of Distance Education and faculty members with backgrounds in Library and Technology Services, Online Instruction, and Student Accessibility.

### **D.3. Professional development for faculty and staff to effect the change**

Every year, faculty who teach online or wish to learn skills that will enable them to teach online undergo formal training, sometimes from outside vendors or other colleges, and most often this training is conducted by in-house staff sharing their expertise with their colleagues. Internal support staff has also developed many of the training materials used by faculty and students, including:

- A handbook titled *Distance Learning at Monterey Peninsula College – Handbook for Instructors* [[Appendix OO](#)];
- Online orientation for students;
- A list of frequently asked questions; and
- Online assistance for students that enables them to determine their level of preparedness to succeed in an online environment.

One-on-one training for instructors is available during the summer and at times when classes are not in session on an as-needed basis. Most online instructors take advantage of this one-on-one training to hone their skills in effective online pedagogy.

Monthly workshops focusing on online strategies that support student success are offered throughout the academic year. In addition to one-on-one support provided by the Online Center, faculty and student services, resources are available on the MPC Online course login site (<http://mpconline.mpc.edu>) and the MPC Online Student Resource Portal (<http://www.mpc.edu/distancelearning/Pages/default.aspx>). Both sites are continuously updated for currency and accessibility. An updated *Faculty Handbook for Online Instruction* ([Appendix OO](#)) can be accessed from both sites and serves as a valuable tool for online instructors regarding policies, procedures, and best practices for quality online teaching and learning.

In addition to these resources, the MPC Online Center provides support for faculty members to attend the @ONE Online Teaching Conference held each summer. Four attended the 2011 conference in Santa Clara, CA; another four attended the 2012 conference in Evergreen Valley, CA. The MPC Online Center has also supported a number of faculty members who have completed the @ONE Online Teaching Courses throughout the academic year.

Given the severe financial constraints of the college, a proposal was developed to secure additional funds from the MPC Foundation for professional development activities ([Appendix J #39](#)). The MPC Foundation continues working on identifying donations for this purpose.

#### **D.4. Appropriate equipment and facilities**

In 2007, Monterey Peninsula College entered into a formal agreement with California State University Monterey Bay (CSUMB) and Gavilan College as part of the Higher Education Learning Partnership (H.E.L.P.) Consortium to cooperate on distance learning technology, training, and support. The partnership also established an informal collaboration with De Anza College, San Francisco State University, and Humboldt State University. Other K-12 districts, colleges, and universities have since joined this group. California State University Monterey Bay (CSUMB) hosts the Moodle course management server, and each member of the consortium pays an annual fee to cover the costs, including technical support and training sessions for faculty and technical staff (MPC's portion of the annual fee is discussed below in Section D). Updates to Moodle software versions are coordinated among the participating institutions and standardized for ease of support.

The decision to use CSUMB as the host was based on their more extensive resources to manage the server and provide local technical support for the system. MPC can add an unlimited number of online and hybrid courses to the system with only the addition of appropriate storage space. CSUMB provides the same strict measures for back-up and disaster recovery that they apply to all of their servers. Security and privacy for Moodle is as strict as for MPC network access and uses secure authentication methods.

Students and faculty have access to MPC Online Help, which allows any support questions to be answered by MPC support staff. MPC has relayed information on Moodle technology to the Chancellor's Technology Office in order to foster statewide support and training. Since MPC's contract with CSUMB does not have a cap on enrollment, the college is able to offer any faculty access to Moodle for course enrichment, hybrid courses, and fully online courses.

MPC has also participated in the Captioning Grant from the California Community Colleges Chancellor's Office (CCCCO) in order to ensure that online videos are captioned and audio files are translated into text.

Local technology equipment and resources are managed by numerous highly trained technicians as outlined in the *2010 Technology Assessment & Plan* ([Appendix W](#)). The operation and maintenance of the primary technology infrastructure, Data Center, telephones, website, and network services are handled by the three network engineers and two IT support technicians.

Technology planning and other issues regarding distance education resource allocation is guided by the college's planning and resource allocation process, which is in turn shaped by MPC's institutional goals. Information Services Department and Institutional Committee on Distance Education participation in the shared governance process provides the information needed to formulate technology plans. The individual plans are reviewed by technology staff for refinement, and then brought through the planning and resource allocation process each year to ensure alignment with the institutional mission and goals.

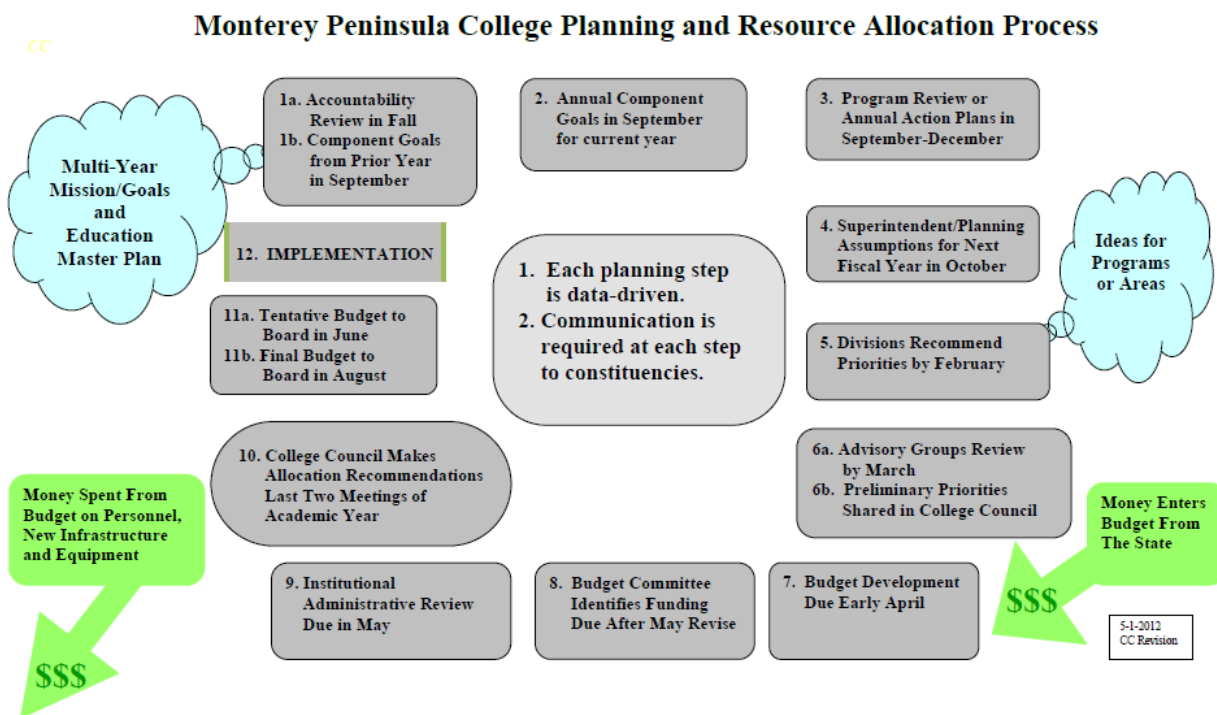
Short-term (and sometimes long-term) technology needs and requests follow the college's regular planning and resource allocation process. Long-term technology needs are also considered in the development of the college's *Technology Refreshment Plan* ([Appendix X](#)). This plan establishes a cascading process that governs the way technology is replaced on

campus. Student-related technology is replaced first; if the technology is still adequate when it is removed from student use, it is cascaded to staff, replacing even older technology.

Technology decisions are also based on continuous dialogue about technology needs on campus. For example, the Facilities Committee comprised of faculty and staff representing various programs and services, engage in dialogue to ensure that all facilities meet minimum standards and are equipped to meet institutional needs. For every new or remodeled facility, extensive technology plans are developed. These plans respond directly to program needs of disciplines that will be housed in the buildings.

All planning documents address technology needs as applicable. The well-established, collaborative processes in place to construct these documents ensure effective dialogue, evaluation, and planning for technology improvements as needed.

The individual steps that comprise the planning and resource allocation process are detailed in the diagram below. A narrative explanation of the process is reflected in the College Council's minutes ([Appendix Y](#)).



**D.5. Evidence of sustainable fiscal resources including the initial and long term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget**

Initial funds to support online courses were primarily targeted to pay for the WebCT course management system. As costs for maintaining WebCT began to grow, MPC made a strategic decision to migrate to the Moodle course management platform in the 2007-2008 academic year, in an effort to keep its online education costs sustainable. As discussed above, the Moodle platform is free, but the college pays an annual fee to California State University at Monterey Bay (CSUMB) for server use and technical support.

The table below demonstrates the yearly software costs associated with the online learning program. Costs from 2001-2002 through 2006-2007 are for the WebCT platform; costs for 2007-2008 forward are for the Moodle platform. Costs for platform maintenance have decreased or remained stable since the college migrated to Moodle.

<b>Fiscal Year</b>	<b>Amount</b>
2001 – 2002	(estimate) \$2,000
2002 – 2003	\$2,000
2003 – 2004	(estimate) \$4,250
2004 – 2005	\$4,250
2005 – 2006	\$8,075
2006 – 2007	\$21,618
2007 – 2008	\$10,870
2008 – 2009	\$10,870
2009 – 2010	\$10,557
2010 – 2011	\$7,167
2011 - 2012	\$6,500

Source: MPC Fiscal Services Data

The annual platform costs were incorporated into the annual budget for the MPC Online Cost Center when it was created in 2011-2012 (see [Appendix J #14](#)). The MPC Online Cost Center continues to be funded by the college at 2011-2012 levels for the 2012-2013 academic year.

The Cost Center was established to provide resource support for the development and delivery of quality online courses and programs. As such, the Cost Center’s funding provides for a Faculty Coordinator (40% load assignment) and Instructional Technology Specialist (50% load assignment). The Center’s dedicated funding stream also provides:

- Support services and information to students taking online courses.
- Support for instructors at all stages of development and implementation of online courses and programs.
- An MPC Online Website that provides links to critical academic, advising, financial, and counseling support services and programs for online students.
- Evaluation tools and processes that secure relevant feedback on online course design, implementation, and student learning.

In addition, the MPC Online Cost Center provides professional development resources for faculty wishing to gain or refine online instruction skills. On average, annual faculty training costs range from zero to \$50.00 per person. The maximum annual faculty training cost paid from the Cost Center’s budget is \$500 per person. The MPC Foundation provides another source of funding to extend faculty training opportunities, such as workshops.

The MPC Online Cost Center supports the mission of the college as a whole by providing mechanisms and services that enable students to meet their transfer, career, basic skills, and life-long learning opportunities in a mode of delivery that is fiscally sustainable for the college.

**D.6. Comparative analysis of the budget, enrollment and resources, identifying new or reallocated funds**

All funds for the MPC Online Cost Center were reallocated from elsewhere in the college budget ([Appendix J #14](#)). Funds for the Faculty Coordinator and Instructional Technology Specialist were reallocated from division and Information Services assignments, respectively. Costs for Moodle platform support and operational costs were reallocated from the Information Technology budget, as well.

As was mentioned above, online courses have the potential to be a very efficient way to maintain sustainability of the district, particularly as online FTES grows. The table below demonstrates the apportionment revenue generated by online FTES since online courses were begun in the 2001/2002.

Fiscal Year	Online FTES*	Base Funding Rate**	Base Fund Generation**	Adjusted Fund Generation***†
2001 – 2002	0.00	\$3,400.23	\$0.00	\$0.00
2002 – 2003	17.44	\$3,554.84	\$61,996.41	\$61,629.70
2003 – 2004	27.37	\$3,575.19	\$97,852.95	\$96,817.81
2004 – 2005	52.83	\$3,558.02	\$187,970.20	\$187,970.20
2005 – 2006	103.48	\$3,916.46	\$405,275.28	\$405,275.28
2006 – 2007	184.69	\$4,122.92	\$761,462.09	\$761,462.09
2007 – 2008	222.88	\$4,367.00	\$973,316.96	\$970,138.28
2008 – 2009	255.89	\$4,564.83	\$1,168,094.35	\$1,154,195.45
2009 – 2010	337.00	\$4,564.83	\$1,538,347.71	\$1,538,347.71
2010 – 2011	447.60	\$4,564.83	\$2,043,217.91	\$2,036,615.00
2011 - 2012	406.97	\$4,564.83	\$1,857,748.87	\$1,792,727.65

\* Source: Chancellor’s Office Data Mart

\*\* Source: Chancellor’s Office Fiscal Services Unit Data

† Apportionment revenue adjusted to reflect deficit coefficient

Financial support for online classes is funded through the district’s planning and resource allocation process. Any projected budget increases would need to be incorporated into the action plan process outlined above.

**D.7. Evidence of plans for monitoring achievement of the desired outcomes of the proposed change**

The college has several processes in place for monitoring progress toward the desired outcomes of the proposed change, as discussed below.

**Institutional Committee on Distance Education (ICDE)**

As discussed above in Section C, the ICDE has been established as the recommending body on all matters related to online teaching and learning. In this context, the ICDE monitors issues related to the administration of distance education at Monterey Peninsula College. This task includes ongoing review of the outcomes of distance learning efforts, and where appropriate, recommendations for improvement or change based on this review.



Additionally, the ICDE assists in developing yearly objectives for MPC Online to participate in continuous improvement of online learning at the college, and reviews and assists in the preparation of distance education reports, proposals, policies, and procedures.

### **Board Oversight**

The Board of Trustees receives an annual report on the status of online learning activities at the college. This report typically includes a summary of progress toward institutional goals, along with data on student achievement, success and retention, and year-to-year comparisons of FTES. The 2010-2011 report is shown in [Appendix G](#).

### **Academic Program Review**

All academic program outcomes, including those that involve online components, are monitored and evaluated through the Academic Affairs program review process.

As stated in the Academic Affairs Program Review Self-Study form ([Appendix Z](#)), the purpose of academic program review is

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

Over an 18-month period, each division undergoing program review follows standardized guidelines to evaluate the quality of its offerings and report the results in a self-study document. A support team works with the division to create a quality document and then reviews the document according to predefined criteria. A calendar has been established so that each division systematically engages in program review every six years ([Appendix AA](#)).

Within the program review self-study, divisions briefly describe the mission, role, and function of the program, and stress its relationship with the MPC mission statement. Program vitality, student learning (including issues related to SLOs and retention), and staffing are analyzed and contextualized. Recent or historical areas of concern with the program are identified, and budgetary priorities and program improvement plans are stated.

Each completed self-study is reviewed by a support team consisting of the dean overseeing the division under review and faculty members from peer divisions. The support team examines issues such as the relationship between the function of the program to the college mission statement, the effectiveness of the program in terms of quality, the responsiveness to student and community needs, the cost effectiveness of the program, and the feasibility of the goals and recommendations in terms of the available resources of the college. The support team review form is given in [Appendix BB](#).

The program review process promotes dialogue around program quality at several levels of the shared governance process: within the division as the program review is completed; within the Academic Affairs Advisory Group (AAAG); at College Council as the results,

recommendations, and goals of the program review are presented; and finally, to the Board of Trustees.

### **The Office of Institutional Research**

The Office of Institutional Research regularly monitors student success, retention, and persistence for the entire district including courses offered via distance education. These data are provided to programs and divisions undergoing program review for inclusion in their self-study materials. They are also used for continuous quality improvement purposes and planning and resource allocation.

### **Academic Senate Involvement**

The Academic Senate is very interested in identifying strategies to enhance student success and retention in online classes. Members of the Academic Senate are given regular reports from the Faculty Coordinator for Distance Education and senators serving on ICDE. The Academic Senate and the ICDE engage in regular collaborative discussions around the topic of quality assurance issues associated with the online delivery mode.

### **Faculty Evaluation**

Faculty evaluation is a process agreed to between the district and the Monterey Peninsula College Teachers Association (MPCTA). It is defined in the MPC/MPCTA Agreement. All faculty are subject to the same evaluation process regardless of location or mode of delivery. As part of the faculty evaluation process, student surveys are conducted using the Class Climate software. (The current student evaluation survey is given in [Appendix CC](#).) The district and the faculty association agreed to a specific set of survey questions specifically designed for online classes. Additionally, recommendations are being made through the ICDE for negotiable issues related to distance learning such as about enrollments, percentage of online assignment for a full-time faculty member, intellectual property, compensation for developing online courses, etc.

## **D.8. Evaluation and assessment of student success, retention, and completion**

Retention and success rates for online courses are assessed regularly as part of institutional processes. As discussed above, this data is provided to the Governing Board as part of the annual status report on online learning activities at the college.

The tables below show a comparison of success and retention rates for online vs. face-to-face courses at MPC over the course of the most recent six semesters. Local success and retention rates for online classes still lag behind those of face-to-face classes. However, there been steady improvement in both the success and retention rates of online classes.

**Retention Rates in Distance Education and Face-to-Face Courses**

	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
<b>CA Total</b>	84.50%	84.13%	84.68%	84.20%	84.88%	84.95%
<b>CA Face-to-Face</b>	85.34%	84.86%	85.48%	84.99%	85.66%	85.71%
<b>CA Distance Ed</b>	76.55%	77.62%	77.38%	77.64%	77.74%	78.75%
<b>MPC total</b>	80.08%	79.50%	79.96%	80.18%	84.69%	85.98%
<b>Face-to-Face</b>	80.89%	79.95%	80.64%	80.80%	85.34%	86.62%
<b>Distance Ed</b>	69.93%	74.45%	71.37%	73.70%	75.38%	77.93%

Source: Chancellor's Office Data Mart

**Success Rates in Distance Education and Face to Face Courses**

	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
<b>CA Total</b>	67.41%	67.90%	68.33%	67.90%	68.69%	68.83%
<b>CA Face-to-Face</b>	68.72%	69.12%	69.63%	69.19%	69.89%	70.07%
<b>CA Distance Ed</b>	55.72%	57.64%	56.99%	57.56%	58.35%	59.13%
<hr/>						
<b>MPC Total</b>	69.42%	69.70%	69.07%	69.98%	72.94%	75.32%
<b>Face-to-Face</b>	70.27%	70.28%	69.88%	70.94%	73.76%	76.24%
<b>Distance Ed</b>	59.17%	62.84%	59.31%	60.65%	61.21%	63.25%

Source: Chancellor's Office Data Mart

MPC's retention rates fall slightly behind the statewide averages, for both online and face-to-face modalities. However, retention in online classes has improved 8% over the past three academic years (a greater increase than retention in face-to-face classes, which has improved by nearly 6%). The increase in online retention may be explained in part by the addition of a self-assessment tool to the MPC Online login page and Student Resources portal. This tool helps students determine their level of readiness for online learning, and communicates expectations about levels of participation and interaction in the online setting. We also believe that continued professional development for faculty has increased instructors' awareness of steps they can take to increase the effectiveness of online instruction.

Success rates for both face-to-face and distance-learning courses are well above the state average. As with the increase in retention rates, the increase in success in online courses can partly be attributed to better communication of expectations, clear availability of student support resources, and ongoing instructor training.

[Appendix LL](#) provides more detailed program-level comparison of success and retention rates for online vs. face-to-face courses at MPC over the course of the most recent six semesters.

## **E. Evidence that the institution has received all necessary internal or external approvals.**

### **E.1 Clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained**

As with all courses and programs, the Curriculum Advisory Committee reviewed and approved the associate in arts and associate in science degrees, the associate in arts and sciences for transfer degrees, the certificates of achievement and the certificates of training programs mentioned earlier in this report. The programs were initially submitted and approved and then subsequently revised to deliver more than 50% of their courses online.

Furthermore, the new courses and programs were approved by the Board of Trustees ([Appendix DD](#)) and Chancellor's Office of the California Community Colleges ([Appendix EE](#)). Certificates of Training are certificates with less than 18 units and are only approved locally but not by the Chancellor's Office.

The function of reviewing and recommending new courses and academic programs to the Board of Trustees is the primary role of the Curriculum Advisory Committee (CAC). All curricula receive a rigorous examination for quality control based on guidelines on academic excellence specified in Title 5 of the California Code of Regulations. Courses have the same content, objectives and student learning outcomes regardless of location or delivery mode. The CAC developed the *Curriculum Basics* handbook ([Appendix FF](#)), which details the procedures for proposing and revising courses and programs. This process involves both administrative review and thorough review by the CAC members. Please see [Appendix GG](#) for a complete description of the CAC bylaws, including a description of the committee membership.

The online course approval process includes a review and sign-off by a CAC online subcommittee (composed of the Associate Dean of Instructional Technology and Development, the Faculty Coordinator of Distance Education, and representatives with background in Library and Technology Services, Online Instruction, and Student Accessibility) before moving forward to the entire Curriculum Advisory Committee.

MPC uses the software program, CurricUNET, to facilitate the curriculum creation, revision, and approval process. CurricUNET was developed to automate the entire process of submitting course and program proposals via a Web browser. The Distance Education Course Proposal has been incorporated into the CurricUNET system as one of the first steps in the curriculum approval process. Faculty are required to submit this form ([Appendix J #23](#)) for approval of all hybrid and online courses.

### **E.2 Evidence that legal requirements have been met**

The Curriculum Advisory Committee ensures that legal requirements are met for each course, regardless of delivery method, as part of the approval process.

**E.3 Governing Board action to approve the change and budget supporting the change**

Through presentations by the Vice President of Academic Affairs at Board meetings, Board members have been made aware that this Substantive Change Proposal is being developed in preparation for submission to ACCJC.

As described above in Section D, all resource allocation recommendations are vetted through the shared governance process and submitted to the Superintendent/President for recommendation to the Board.

## **F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change**

**Authority.** Monterey Peninsula College is and will continue to be authorized to operate as an educational institution and award degrees as delineated in the Board Policies Manual, Education Program Standards, 3000 series. The letter of reaffirmation of accreditation received from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, is on file in the Office of the Superintendent/President, and a notation of this status is printed in the College Catalog. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter, or affect in any way MPC's ability to continue to meet this requirement.

**Mission.** After extensive dialogue through the MPC shared governance process, the Governing Board approved the 2012-2014 Institutional Goals at its meeting on July 25, 2012. The Board of Governors approved the current MPC Mission Statement on July 22, 2008. It is published on the college website and it is printed in the 2012-2013 College Catalog. The college, through its governance process, reviews the institutional goals and mission statement every three years to ensure that they reflect the interest of the faculty and staff to meet the educational needs of the community. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online will enable MPC to be faithful to its mission goals and meet this eligibility requirement.

**Governing Board.** The Governing Board operates under the authority of California State Education Code, §70900-70902. Prior to their election, biographical information about Board candidates is included in the voter pamphlet issued by the County Office of Education and is published in local newspapers as part of their pre-election coverage.

The Board's bylaws and responsibilities are prescribed in the Board Policies Manual, 1000 series, Subsection A, Organization and Procedures of the Governing Board.

The Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the institution. In addition, the Governing Board follows an established policy for selecting and evaluating the Superintendent/President.

Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

**Chief Executive Officer.** On April 25, 2012, the Governing Board contracted with Professional Personnel Leasing (PPL), Inc. to utilize their professional and technical expertise to conduct a search for Superintendent/President after Dr. Douglas R. Garrison announced his retirement in Fall 2012. As a result, Dr. Walter Tribley was selected as the new Superintendent/President of MPC and began on December 17, 2012.

The Superintendent/President's sole responsibility is to the college. In addition to the powers and duties specifically stipulated by law, all executive and administrative powers and duties in connection with the conduct of the college are exercised by the Superintendent/President. The Superintendent/President also serves as the official secretary to the Governing Board.

The duties and responsibilities of the Superintendent/President are delineated in the Board Policies Manual, Appendix 2000.

Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

**Administrative Capacity.** The college's organizational chart ([Appendix HH](#)) depicts the names of administrators and their areas of responsibility. The persons filling administrative positions are full-time employees and have appropriate preparation and experience for their duties and responsibilities. The district hires them through an open search process per established hiring procedures.

Each of the vice presidents chairs an advisory committee composed of individuals within their areas, as well as representatives from the college at large. These advisory groups ensure transparency and collegiality in all decision making. The three advisory groups are

- Academic Affairs Advisory Group (AAAG)
- Student Services Advisory Group (SSAG)
- Administrative Services Advisory Group (ASAG)

Additional information about the administrative oversight for this change was provided in Section D, above.

Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

**Operational Status.** The Office of Institutional Research and the Admissions and Records Office collect ongoing enrollment data. The Admissions and Records Office is responsible for documentation of enrollments in classes, certificate and degree programs, as well as degrees awarded. The Office of Institutional Research collects, analyzes and distributes data associated with student achievement. Student achievement data are reviewed at various venues of the institution, including the Student Success Task Force and the Basic Skills Committee. These groups identify patterns of student performance and make recommendations on initiatives in support of student achievement to the various advisory groups as well as the Academic Senate.

This process of data analysis demonstrates a commitment on the part of the institution to adopt a model of decision making based on data and a continuous quality improvement model. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Degrees.** The MPC Catalog lists degrees granted, course credit requirements, and length of study for the programs. The designations of transfer status and degree credit status are provided in the Catalog. Certificate and degree programs are vetted by the Curriculum Advisory Committee, forwarded to the Board of Trustees for their consideration and submitted to the Chancellor's Office of the California Community Colleges for review and final approval. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will allow students to complete a certificate or degree in these programs in a timely manner.

**Educational Programs.** The college's degree programs are congruent with the college mission and are listed and described in the College Catalog. Programs are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees offered. The course outlines of record and data attesting to compliance with Title 5, Part VI of the California Code of Regulations, are on file in the Office of Academic Affairs. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Academic Credit.** The college conforms to the relationship between contact hours and units of credit as mandated in Title 5 §55002 of the California Code of Regulations, and clarified in MPC's curriculum guidelines for new course proposals. The Office of Academic Affairs maintains these documents. The means by which students are able to earn credit for courses and programs are clearly described in the College Catalog. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Student Learning and Achievement.** The Division Chairs, Student Learning Outcomes Committee, the SLO Coordinator (currently also the President of the Academic Senate), the Vice President of Academic Affairs and the instructional deans, work closely with constituencies, advisory committees, and the Office of Institutional Research to track student learning and achievement. This aspect of institutional effectiveness has received significantly more attention in the last few years, particularly as the college has moved toward a decision-making model based on data. The program review process requires all programs and divisions to review and analyze student learning achievement data to evaluate their performance and identify future goals. In addition, through initiatives associated with student success, retention, and persistence in the last two years the college has increased the use of data to develop interventions and assess goal attainment. The Basic Skills Committee and the Task Force on Student Success have engaged in a dialogue pertaining to student achievement through the gathering and analysis of student learning and achievement data. These groups have shared their findings and recommendations through the shared governance process to gain institutional support for initiatives that promote student success.

**General Education.** The MPC Catalog describes the areas of General Education (GE) and lists the courses satisfying GE requirements for MPC, the CSU system, and the Intersegmental General Education Transfer Curriculum. The GE requirements ensure breadth of knowledge



and promote intellectual inquiry. Specifically, the GE component includes demonstrated competence in writing, communication, and analytical thinking skills; natural sciences; humanities; social sciences; life-long learning and self-development; intercultural studies; and information competency. GE has comprehensive learning outcomes for students who complete it. The Office of Academic Affairs is the repository of official course outlines of record, which reflect the academic rigor and quality of courses offered at Monterey Peninsula College. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Academic Freedom.** The college community recognizes the right of individuals to free and open discussions of controversial issues. To this end, the Academic Senate recommended, and the Governing Board adopted Board Policy 3120 on Academic Freedom on May 27, 2008 after a long, extensive and inclusive dialogue about the meaning of academic freedom in the context of the MPC culture. Board Policy 3120 on academic freedom states, "Academic freedom means the freedom to teach and present all sides of an issue in frank and open discussion. Anything that is opinion should be clearly earmarked."

The academic freedom policy applies to the initiative described herewith. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Faculty.** The MPC Catalog provides the names of all full-time faculty along with their academic preparation. Their duties and responsibilities are delineated in the Board Policies Manual, Policy 5320, and in the Faculty Handbook. The current Schedule of Classes specifies the names of all full-time and adjunct faculty and their teaching assignments. The proposed change will not alter the number of faculty employed by the district, nor the agreement between MPC and the Faculty Association. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Student Services.** The Office of Institutional Research maintains student demographic data. Student Services provided at MPC are described in the College Catalog. These services support student learning and development within the context of the institutional mission. Some of these services have been expanded to support student access and achievement in an online environment; thus, offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Admissions.** MPC has adopted admissions policies consistent with the mission of the college. The College Catalog states MPC's admission policy. The enrollment application form is published as an insert in the Schedule of Classes and is available in the Admission and Records Office. This form is available also online through the college website. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery

(not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Information and Learning Resources.** The library collection consists of approximately 90,000 volumes including almost 28,000 electronic books, 252 periodical subscriptions, 2,262 audiovisual items (i.e., CDs DVDs and videos), and 5,866 reserve items. For the past several years, only closed-captioned DVDs have been purchased to accommodate the hearing impaired. The library also provides access to 29 full-text databases and other electronic resources 24-hours per day, seven-days per week through the library website. Library holdings and resources are searchable through the library's online catalog, available from the library website. As a member of the Monterey Bay Area Cooperative Library System, a regional consortium within the Pacific Library Partnership, the library is able to borrow materials that are not owned by the college. This greatly enhances materials that the library is able to provide to students, faculty and staff. Databases supported by the college enhance learning in all programs. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Financial Resources.** The district's funding base, financial resources, and plans for financial development are adequate to support student learning programs and services to improve institutional effectiveness, and to assure financial stability. All budget and financial statements are on file in the Office of Administrative Services. The district's funding base is documented the institutional budget, financial plan and in the CCFS-311 report.

Information regarding the student loan default rates is on file in the Office of Student Financial Services.

The Monterey Peninsula College Foundation raises funds for numerous campus projects including grants that promote academic excellence. Documents relating to its establishment are on file in the Office of the Superintendent/President.

Costs associated with Distance Learning software and databases have been incorporated into the college budget. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Financial Accountability.** External audits are performed annually with the auditor providing a report at an open Board of Trustees meeting. Past and current budgets as well as a statement of audit procedures and findings are on file in Fiscal Services.

The most recent program review/audit of financial aid is on file in the Office of Student Financial Services.

Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate

Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Institutional Planning and Evaluation.** The comprehensive *Master Plan* contains the college's mission, 2011-2014 Long-Term Institutional Goals, and Objectives that drive annual action plans for budget development. The long-term goals and annual planning efforts serve as the basis for the key documents in the comprehensive *Master Plan*: the *Educational Master Plan*, *Technology Plan*, *Facilities Plan*, *Fiscal Stability Report*, and *Long-Term Financial Plan*.

Program review is systemically conducted in Academic Affairs, Student Services, Administrative Services, and the areas that report directly to the Superintendent/President—the Public Information Office and the Office of Institutional Research. Information from program review self-studies is fed into the resource allocation process through annual action plans. The Office of Institutional Research provides data for the validation of program effectiveness and outcomes. Documents pertaining to the development of student learning outcomes are available in the Office of Academic Affairs, on the college website, in the office of the SLO Coordinator, and in the division offices.

Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Public Information.** The MPC Catalog provides all information pertinent to mission, admission requirements and procedures, rules and regulations affecting students, programs, courses, certificates and degrees offered, fees and refund policies, grievance procedures, academic integrity (plagiarism and cheating), academic credentials of faculty and administrators, and other matters. The Catalog is available in hard copy and online through the college website.

The Board Policies Manual, 1000 series and Appendix, 1300 delineate the Governing Board's policies regarding public disclosure.

Information about the courses and programs offered through the initiative described herewith is made available to the public in the College Catalog and the Schedule of Classes.

Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**Relations with the Accrediting Commission.** The Governing Board assures the Accrediting Commission that it adheres to the eligibility requirements and accreditation standards and policies of the commission. As evidenced by the most recent favorable progress report to the Accrediting Commission for Community and Junior Colleges (ACCJC), MPC has been responsive to accreditation guidelines and has successfully addressed the five recommendations from the March 8-11, 2010 Comprehensive Evaluation Visit ([Appendix II](#)).

Per the ACCJC's reaffirmation letter ([Appendix I](#)), the college completed and submitted the first follow-up report addressing Distance Education by October 15, 2011 ([Appendix J #19](#)).

A second follow-up report addressing Distance Education was requested by the ACCJC ([Appendix JJ](#)). The second report has been completed and vetted through AAAG, ASAG, SSAG, College Council, and the Board of Trustees ([Appendix P, p. 1](#)) and was submitted to the ACCJC in October 2012.

The list of other accreditation certifications held by MPC is published in the College Catalog and includes:

- California Board of Registered Nursing
- California State Board of Dental Examiners
- California State Fire Marshal
- Commission on Peace Officer Standards and Training (POST)
- The National League for Nursing Accrediting Commission
- National Automotive Technicians Education Foundation, Inc.

The institution describes itself honestly and with consistency to all accrediting agencies, communicates any changes, and agrees to share all information from the Accrediting Commission with campus constituencies. Offering more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

**G. Evidence that each accreditation standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed.**

**Standard I - Institutional Missions and Effectiveness**

**Part A: Mission**

Monterey Peninsula College reviews its mission statement on a regular basis and revises it as necessary as part of the planning and resource allocation process.

Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community. (Mission Statement adopted by the Governing Board, July 22, 2008)

MPC's College Council reported at the April 26, 2011 MPC Governing Board meeting that it had reaffirmed the mission statement ([Appendix KK](#)) [IA.2.1] as part of its planning and resource allocation process [IA.2.2]. According to this process, the review of the mission statement is regular and systematic: every three years. Subsequent to Board approval, the reaffirmed mission statement was published in the MPC Catalog ([Appendix QQ, p. 6](#)) [IA.2.3], on the MPC website [IA.2.4], and on MPC pocket cards [IA.2.5].

The mission statement is the core component of the college's planning and resource allocation process. The mission statement guides the development of the three-year institutional goals as well as the annual component goals [IA.4.1]. Goal 1: "*Promote academic excellence and student success*" is supported by specific objectives that focus on meeting the needs of diverse students at MPC ([Appendix D](#)). Objective 1.3, "*Develop and prioritize the implementation of an online learning strategic plan that includes institutional support, protocols, and assessment of instruction*" specifically addresses the commitment to providing distance learning opportunities at MPC. Distance learning is further supported through Goal 4: "*Maintain and strengthen instructional and institutional technology.*"

Further commitment to the integration of distance education into the mission and goals of the college can be seen in the Strategic Initiative for the Growth and Development of MPC Online, which has been included in the College's 2012-2017 Education Master Plan ([Appendix H, p. 41](#)). In the context of the institution's long-range plan, this initiative outlines strategic goals for the development of quality distance education courses, programs, and certificates offered at MPC.

During the resource allocation process, all departmental action plans must reference the three-year institutional goals, which are informed by the mission statement. Because the departmental action plans drive the institutional dialogue related to resource allocation and planning decisions, the mission statement implicitly guides decision-making even if it is not explicitly referenced during discussion [IA.4.2].

The college identifies the needs of its student population through a variety of means. Section A.3 discusses MPC's analysis of labor market data and trends and how the data is used to identify student and community needs. At the most basic level, the MPC Profile [IA.1.1] describes the enrollment trends and demographic characteristics of MPC students. In addition, student surveys have been conducted to determine students' course scheduling preferences [IA.1.2]. Community needs assessments have been conducted to determine what kinds of courses people in the service area desire. The most recent community needs-assessment examined interest in courses at both the Monterey campus and at the Education Center at Marina [IA.1.3].

MPC students' academic preparedness also influences the learning programs and services that the college offers. For example, the results of placement tests in English (reading and writing), English as a Second Language (ESL), and mathematics help determine the course scheduling and number of class sections offered in those areas. Similarly, the college's Instructor Reflections on Student Learning form [IA.1.4] generates responses about student learning outcomes and the academic preparedness of students in the college's degree and transfer courses.

The Basic Skills self-assessment, a comprehensive internal document, describes the degree to which the college meets best practices in basic skills instruction and support programs identified in research. This self-assessment included input from a wide range of campus stakeholders as well as data. For example, the data include the number of students in developmental courses as well as the retention and success rates for these courses [IA.1.5].

In addition, MPC relies on feedback from other institutions and from industry as it plans course offerings. Informed by the college's Articulation Office, the General Education (GE) aspect of MPC's degree requirements for transfer students are designed to exactly match the GE requirements of the University of California (UC) and California State University (CSU) campuses. Similarly, the college's Career Technical Education (CTE) programs have advisory committees with industry representatives who provide feedback to the program faculty about the desired outcomes of student learning and job requirements.

As MPC determines and addresses the needs of its students, it assesses how effectively existing programs and services align with these needs. The college regularly examines student success and retention data through the program review process. Other student outcomes regularly examined by the college include transfer data and job placement rates. To further ensure that the college engages in continuous improvement of the alignment between student learning programs and services and student needs, each division and service area completes annual updates of their program reviews.

As discussed in Section A.3, MPC has increased the number of online courses offered in response to student demand and an ongoing needs assessment. A current list of courses offered in the online format can be found in [Appendix PP](#).

## **Part B: Improving Institutional Effectiveness**

The college's face-to-face and distance-learning programs are clearly focused on student learning. Developed, reviewed, and revised by appropriate faculty, all of MPC's programs and their related courses are grounded in student learning outcomes and appropriate assessment methods. To ensure that these programs align with the institutional mission, the college's

Curriculum Advisory Committee (CAC) determines whether new programs and courses support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.

To ensure that these programs are aligned with its student population, the college makes use of a rigorous five-year program review process, which is described in Section D.7. During this process, the CAC and appropriate faculty review a program's curriculum. Faculty members also review data relevant to their programs to ensure that every program is vibrant and student-focused. Furthermore, programs complete an annual program review update to ensure that programs are involved in continuous improvement. MPC's instructional programs and their emphasis on student learning are discussed in much more detail in Standard IIA.

In support of the institutional goals around distance education and to guide continuous improvement, the college's Institutional Committee on Distance Education (ICDE) establishes annual working goals to guide decisions related to distance education at the college ([Appendix MM](#)). The ICDE working goals focus on providing support and resources to faculty and students, encouraging dialog around assessment and effectiveness of distance education courses, and guiding the allocation of resources in conjunction with the MPC Planning and Resource Allocation Process outlined on page 21 (Section D.4). Progress on achieving these goals is reported at ICDE meetings and is reflected in meeting minutes ([Appendix J, #4-8](#)).

MPC completed a redesign of its online teacher evaluation survey based on the recommendations of ACCJC ([Appendix CC](#)). The new survey has been approved by all necessary governance bodies and is being used in all distance education evaluations. The process for online teaching evaluations is equivalent to the evaluation process used for traditional face-to-face courses as defined in the MPCTA union contract. For distance education courses, evaluation surveys are made available online during the same three-week period. Online students are notified via email and given a direct link to the individual survey along with a unique access code. Unresponsive students receive up to three email reminders urging them to reply. The evaluation feedback system, Class Climate, generates a statistical summary of survey results for review by the assigned faculty evaluation committee. The committee provides the statistical summary and a synopsis of narrative comments to the evaluated instructor who then can incorporate this student feedback to improve the quality of teaching and learning experiences offered at a distance. Full district-wide implementation of the new electronic distribution of student evaluation surveys, processing of results, and providing of feedback was launched in Spring 2012. The college continues to monitor this process to improve student participation in providing quality feedback to all our online instructors.

Instructional programs and services at MPC undergo program review to evaluate their quality, vitality, and responsiveness. The 2010-2011 program review completed by MPC's Counseling Program serves as an evidence of the reflection that takes place within the college's programs and services as well as subsequent planning and improvement efforts ([Appendix NN](#)). The section titled "Program Improvement Plan" outlines specific improvements made by the program including more flexible support options and online resources to meet the needs of MPC's diverse student population.

## Standard II – Student Learning Programs and Services

### Part A: Instructional Programs

MPC offers online courses to increase access to instructional offerings and programs for students in the district, and also to provide an avenue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population. College admission policies, which are the same for online and face-to-face courses, are listed in the MPC Catalog ([Appendix QQ, p. 12](#)) and include specific information and guidance for international students. The MPC Catalog also informs students of transfer policies and indicates that comprehensive articulation information, including transferable course agreements for all California community colleges is available online at [www.assist.org](http://www.assist.org) ([Appendix QQ, pp. 110-113](#)).

The table of “FTES Trends” on page 6 (Section A.3) provides evidence of a steady increase in FTES from online courses since 2001. The table “Retention Rates in Distance Education and Face-to-Face Courses” on page 25 (Section D.8) provides a comparison of retention rates for online and face-to-face courses at MPC for the past six semesters. MPC’s retention rates fall slightly behind the statewide averages, for both online and face-to-face modalities. However, retention in online classes has improved 8% over the past three academic years (a greater increase than retention in face-to-face classes, which has improved by nearly 6%). The table “Success Rates in Distance Education and Face to Face Courses” on page 26 (Section D.8) demonstrates that success rates for both face-to-face and distance-learning courses at MPC are well above the state average.

The college ensures the quality and rigor of all of its courses, instructional programs and student support services regardless of location and mode of delivery. Regardless of the delivery method or location, courses adhere to the established course outlines throughout the institution. Course outlines 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 ([Appendix RR](#)). All course outlines have been reviewed and approved by the college Curriculum Advisory Committee (CAC), 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. Course outlines and objectives are consistent regardless of the delivery mode or the location. Courses are taught using the most appropriate pedagogy and the use of state-of-the-art technology to the extent that the college can afford.

Distance education courses follow an additional process and protocol ([Appendix OO, p. 36](#)) 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 Distance Education Subcommittee of the college CAC reviews the distance education course proposal ([Appendix J #23](#)) to grant final approval. Upon approval, faculty receive support from the college instructional technologist to activate and design the online course using standards of good practice as well as diverse methods of instruction in order to meet the diverse learning styles of our students ([Appendix OO, p. 14](#)).

Just as the Distance Education Subcommittee of the college CAC makes recommendations to the CAC regarding individual courses, MPC’s Institutional Committee on Distance Education (ICDE) serves as the recommending body to college administration on all matters related to



online teaching and learning. The ICDE addresses recommendations on issues pertaining to academic and technical support for online students and instructors, policies and procedures, as well as, planning, development, evaluation, and review of online offerings ([Appendix O](#)). The ICDE is made up of faculty, staff, and administrators with expertise and interest in distance education including: the Vice President of Academic Affairs, Associate Dean of Instructional Technology and Development, Director of Information Systems, the MPC Online Instructional Technology Specialist, and the Faculty Coordinator for Distance Education. The ICDE's membership also includes representatives from the institutional research and Financial Aid departments, division technicians, and instructional faculty members drawn from library sciences, counseling/advising, career technical education, liberal arts, and the sciences.

The rationale for offering courses in distance education mode is communicated in the MPC College Catalog ([Appendix QQ, p. 52](#)). Additional information about online courses offered at MPC can be found on the MPC Online Student Resource Portal ([Appendix J, #29](#)). The student resource portal also contains up-to-date information about MPC's online course offerings, applying for admission to MPC, Financial Aid, Orientation, Counseling, and academic support programs.

Distance education courses are offered through a secure learning management system. Access to the distance education courses and learning management system requires a secure login and pass code ([Appendix SS](#)). Students are required to provide two unique credentials (user name and password) in order to gain access to the online platform. The login screen contains the statement "Accessing MPC Online with another user's credentials constitutes improper use of this system and is a violation of state and federal privacy laws. *By clicking "login," you affirm that you are the student attached to the MPC Student ID and agree to abide by campus policies and regulations regarding academic integrity.*" Online faculty are also encouraged to consider multiple assessment techniques, personalized assessments, and randomized and/or timed tests to increase academic integrity.

The course instructor monitors student attendance, engagement, and progress in distance education courses. A definition for "effective contact" for Distance Learning at MPC is provided in the *Faculty Handbook for Online Instruction* ([Appendix OO, p. 19](#)).

Governing Board Policy 4133 Plagiarism & Cheating provides expectations for academic honesty and integrity at MPC ([Appendix TT](#)). The policy regarding Plagiarism and Cheating, as well as definitions and clarification can also be found in the MPC College Catalog ([Appendix QQ, p. 21](#)) and are included in syllabi for online courses ([Appendix UU](#)).

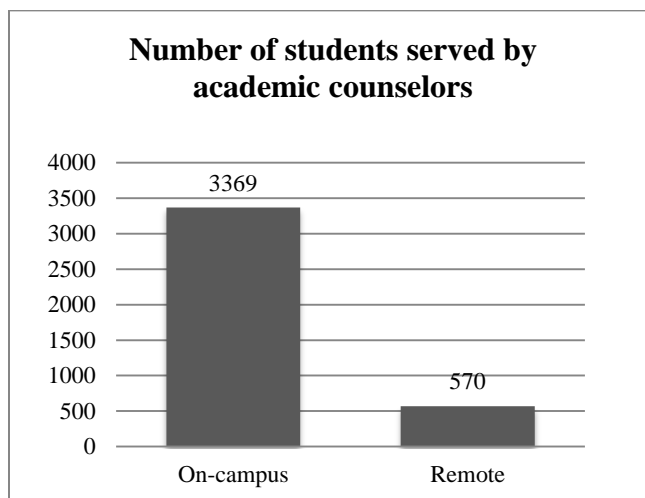
## **Part B: Student Support Services**

To enhance student learning and support the mission of the college, MPC provides a set of comprehensive student support services to all students— regardless if they take classes face-to-face or online. A detailed list of student support services is provided in the MPC College Catalog ([Appendix QQ, pp. 36-39](#)). Services are provided in the following areas: Outreach and recruitment, enrollment services, counseling and advising, financial aid, specialized student services, learning support services, and other key programs and services. MPC's "College Success" Web page provides updated links to MPC student services in one central place and is available for use by on-campus and distance education students ([Appendix VV](#)). Phone and email contact information is provided for any service that is not currently available online.

MPC’s support services undergo a rigorous program review process every six years to ensure that each service is vibrant and relevant to student need. In addition, support services complete annual program review updates to ensure that each service is involved in continuous improvement and provides equitable access to all students.

In addition to traditional student learning and support services, many MPC programs and services focus on providing personal development opportunities to all students regardless of location. The campus “College Success” Web page provides online “MPC Success Tips!” including strategies on time management, goal setting, healthy lifestyles, information literacy, career resources, relationships, money management, and stress management ([Appendix VV](#)). The campus library offers online library guides to help students learn to conduct research around academic subjects and topics of personal interest. The library also provides students, faculty, and staff with access to a collection of over 25,000 electronic books and over 50 databases ([Appendix WW](#)). In addition, the Library Services Division supports six online courses ranging from 1-3 units in length that focus on topics including Internet competency, digital literacy, and genealogy ([Appendix XX](#)).

MPC’s Counseling department maintains a library of online academic advising resources including academic requirements for degrees and certificates, verification forms, worksheets, general education patterns, advising sheets, and other documents to support the needs of all students. In addition, the Counseling department provides in-person, email, and phone support. The table below provides evidence of MPC’s Counseling Program’s ability to provide academic advising, career, and personal counseling services to on-campus and remote students during the period of August 1, 2012 to December 31, 2012.



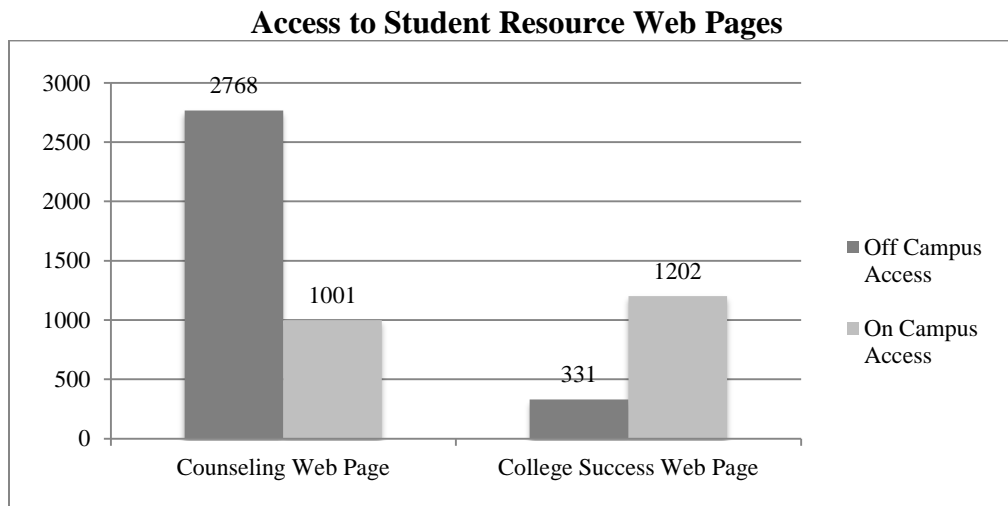
**Timeframe:** August 1, 2012 to December 31, 2012

**Source:** MPC Counseling Department

Academic advising and counseling is further reinforced through a new Personal Development 10 (PERS 10) course which is designed to provide all students with information necessary for transition into MPC and is designed to provide an understanding of AA/AS degrees, certificates, transferring to the CSU and UC systems, campus policies, student services, and college culture. The PERS 10 course, which will be offered through both face-to-face and online formats, has been approved by MPC’s Curriculum Advisory Committee and Governing Board and is pending approval from the Chancellor’s Office of the California Community Colleges.

The 2010-2011 program review completed by MPC’s Counseling Department serves as evidence and an example of how student service programs at MPC conduct regular review and evaluation to ensure that the services continue to meet the needs of *all* students, including distance learners ([Appendix NN](#)). MPC’s counseling services have adapted counseling resources for online access including an online advisor tool to better serve remote students ([Appendix J #49](#)).

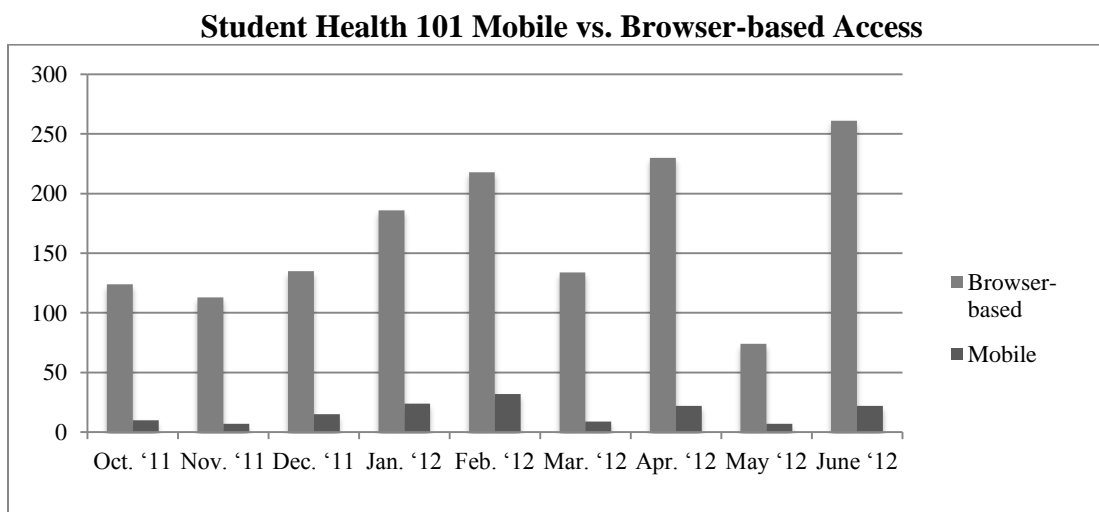
The tables below provide evidence of on-campus and remote access to specific online student services resources for the period of October 14, 2012 to January 13, 2013.



**Timeframe:** October 14, 2012 to January 13, 2013

**Source:** MPC Web Site Access Logs

MPC Student Services Division, recognizing the need to support the whole student, provides all students with additional health and wellness resources through an online Student Health 101 magazine ([Appendix YY](#)). Usage statistics for the first nine months of the service show an increase in access by students in both browser-based and mobile devices.



MPC understands and appreciates the diversity of its students and provides services through Supportive Services and Instruction program to promote access to campus programs and activities.

## **Part C: Library and Learning Support Services**

Library services are provided in the most appropriate delivery manner and are augmented incrementally as the enrollments increase. MPC's library offers *all students* with access to a number of online resources to support research, learning and professional development ([Appendices WW, ZZ](#)). Remote access to online library resources is available to all students with a valid, current MPC library card and access to an Internet-connected computer with Web browser. The library monitors remote access to its resources using logs from its proxy server and can distinguish on-campus from off-campus use by the IP address noted in the log. Data showing access to library systems provides one piece of evidence used to evaluate of the effectiveness of remote access to library systems and services and inform decisions regarding future acquisitions ([Appendix AAA](#)).

MPC library faculty have created a series of online library guides to provide instructions for the use of online library resources, research assistance, subject guides, and other useful resources for all MPC students ([Appendix BBB](#)). Library faculty also teach fully online courses focused on understanding how to use library services, developing digital literacy and technology skills, and information competency ([Appendix XX](#)).

MPC Library Services keeps a log of support requests and questions asked by students who contact the reference desk. A log of questions asked for a two-week period in October 2012 is provided as evidence of the instructional/curriculum and technical support provided to all students, including those enrolled in online courses ([Appendix CCC](#)). In addition, library instruction provides face-to-face and online courses that include training for students using library systems and databases through remote access.

## **Standard III – Resources**

### **Part A: Human Resources**

All district faculty and staff are hired and evaluated using the same procedures. Faculty, regardless of the location of their assignment, meet the minimum qualifications recommended by the statewide Academic Senate and established by the Board of Governors of the California Community Colleges. Faculty who are qualified to teach an academic subject and wish to develop and/or teach a new online course will receive appropriate consultation, guidance, and professional development to ensure that they are qualified to teach online ([Appendix OO, p. 36](#)).

MPC makes it a priority to offer faculty multiple opportunities to develop their skills for designing and assessing online courses. To this end the college continues to offer one-on-one faculty support in course design and development, as well as providing support through its help desk. In addition, on-campus faculty development seminars were provided once a month during the spring 2011 semester focusing on quality strategies and tools for distance education ([Appendix J #27](#)). Monthly workshops continued in 2011-2012 and 2013. The *Faculty Handbook for Online Instruction* has been revised to provide a host of resources for all online faculty members ([Appendix OO](#)). In addition, the MPC provides financial assistance for faculty to support their registration and participation in online @ONE professional development workshops to learn about online teaching and learning.

## **Part B: Physical Resources**

MPC is a single college district with three sites: The main MPC campus, an education center in Marina, and the Seaside Public Safety Training Center. MPC currently offers over 50% of the Family Research Studies certificate program online ([Appendix DDD](#)).

MPC provides a variety of resources and facilities for use by online faculty and students. All MPC faculty have access to a computer for use in developing online course materials in their own office, through their department, a computer lab on campus, the faculty lounge, or in the Center for Instructional Technology faculty computer lab. The faculty computer lab provides regularly scheduled Monday through Friday drop-in times for faculty to work on developing curriculum materials and receive assistance as needed.

As mentioned in Section D.4, MPC entered into a formal agreement with California State University Monterey Bay (CSUMB) and Gavilan College as part of the Higher Education Learning Partnership (H.E.L.P.) Consortium to cooperate on distance learning technology, training, and support. CSUMB hosts the Moodle Learning Management System for MPC and provides technical support and training for faculty and technical staff ([Appendix EEE](#)). Costs related to ongoing maintenance and sustainability of MPC's distance education offerings are addressed in Section D.5.

All faculty and students can use public computer labs in the MPC library to access the Moodle LMS and any additional online resources ([Appendix FFF](#)). Library computers are available to support and enhance the instructional goals of the library and the institution by providing opportunities to complete assignments; perform scholarly research; engage in lifelong learning; or other informational needs. In addition, MPC provides free wireless Internet access to allow faculty and students to access online resources from their own laptops, tablets, or smart phone.

As mentioned in Section D.5, costs related to annual platform/hosting, professional development, instructional technology support, and supplies are included in the MPC Online annual budget and considered when making decisions regarding facilities and equipment to support the program. Section D.4 discusses MPC's technology planning process and demonstrates how it is guided by the college's planning and resource allocation process, which is in turn shaped by MPC's institutional goals. Information Services Department and Institutional Committee on Distance Education participation in the shared governance process provides the information needed to formulate technology plans and evaluate the use of facilities and equipment to support instruction. Short-term (and sometimes long-term) technology needs and requests follow the college's regular planning and resource allocation process. Long-term technology needs are also considered in the development of the college's Technology Refreshment Plan ([Appendix X](#)).

Procedures for identifying and assigning proctors for exams or other course activities are outlined in the *Faculty Handbook for Online Instruction* ([Appendix OO, p. 12](#)).

## **Part C: Technology Resources**

As mentioned in Section D.4, technology planning and other issues regarding distance education resource allocation are guided by the college's planning and resource allocation process, which is in turn shaped by MPC's institutional goals. Information Services Department and Institutional Committee on Distance Education participation in the shared governance process provides the information needed to formulate technology plans. The individual plans are reviewed by technology staff for refinement, and then brought through the planning and resource allocation process each year to ensure alignment with the institutional mission and goals.

Evaluating the effectiveness of technology in distance learning as well as the need for additional training and professional development involves continuous dialogue about technology needs on campus as well as periodic surveys of faculty ([Appendix GGG](#)). Training and support resources are provided in a number of formats to meet the needs of students and faculty including face-to-face training, online learning, and online resources ([Appendix HHH](#)). Multiple support options are provided to faculty and students by the MPC Online technical team including email assistance through a central account ([onlinehelp@mpc.edu](mailto:onlinehelp@mpc.edu)) and face-to-face support at the Center for Instructional Technology in the Library and Technology Center building on campus. MPC uses Web Analytic tools to track the use of MPC Online technology support resources to help identify areas of greatest need for additional support ([Appendix III](#)).

MPC's Technology Plan serves to describe the state of campus technology and define the strategic operational direction, goals, and objectives for technology applications over the next three years ([Appendix W](#)). In addition to providing up-to-date computer technology for learning, MPC's information technology goals include: providing support for distance learning technologies such as online and video conferencing; maintaining an instructional technology lab for use by faculty; and ensuring that students with disabilities have equal access to technology. The Technology Committee membership includes representatives from administration, distance learning, instructional faculty, and adaptive technology for students with disabilities ([Appendix JJJ](#)).

MPC's technology planning and resource allocation process is centered on the needs of campus programs and services. The program review process serves as a reflection on a program's performance as well as an opportunity to identify specific needs, including those related to online teaching and learning. As evidence, the 2012 Mathematics Department program review identifies computer equipment, software, and supplies necessary to support both face-to-face and online courses ([Appendix KKK](#)). The 2010 Library program review identifies the need for additional software licenses to support faculty in developing online course materials ([Appendix LLL](#)).

## **Part D: Financial Resources**

The financial resources available to support general education, Associates degree, transfer degree, and Certificate of Achievement programs are sufficient to support student learning programs and services and to improve institutional effectiveness. As indicated section D.5, the MPC Online Cost Center was established to provide resource support for the development and delivery of quality online courses and programs ([Appendix MMM](#)). The district's planning and resource allocation process serves to allocate funds to the MPC Online Cost Center. The Associate Dean of Instructional Technology and Development and Faculty Coordinator for

Distance Education oversee the MPC Online Cost Center budget and monitor external contracts for the provision of technology and support needs for distance education.

The district plans to obtain full center status for the Fort Ord Education Center, which will provide additional state funding for operational purposes. In addition, the MPC Foundation helps fund additional activities related to distance education.

#### **Standard IV – Leadership and Governance**

##### **Part A: Decision-Making Roles and Process**

Faculty, staff, and students assigned to general education, Associates degree, transfer degree, and Certificate of Achievement programs are able to participate in the established governance processes that exist at the college ([Appendices K, O, Q, S, HH](#)). These existing processes facilitate discussion of ideas and effective communication among all of the institution’s constituencies. The result of the dialogue and the ultimate goal of these frank and open discussions is institutional improvement.

##### **Part B: Board and Administrative Organization**

The MPC Governing Board consists of five members elected for four-year terms by the residents of the five trustee areas created by the Monterey County Board of Education as well as a student trustee who is selected annually as part of the student government elections. For the 2010-2011 year, the Board’s goals included to “Continue to be knowledgeable about the actions taken by the College concerning distance learning” ([Appendix NNN](#)). Current board goals include “Continue to be knowledgeable about actions taken by the College to address accreditation-related issues” which includes distance-education related issues ([Appendix OOO](#)).

The Governing Board has addressed distance education quality and integrity during reports from academic affairs during board meetings. Conversations have centered around student success rates, professional development, effective course design ([Appendix PPP](#)), ACCJC Institutional recommendations on distance education, integrating student learning outcomes into DE courses, and designing courses that meet the needs of MPC’s diverse student population ([Appendix QQQ](#)).

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