

Substantive Change Proposal

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

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01 - Description of the Proposed Change

1.1 - Description of 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.

Monterey Peninsula College (MPC) submitted a previous substantive change proposal to ACCJC in February 2013 seeking approval to offer 50% or more of 49 of its programs through a mode of distance education. The 2013 proposal was in response to the growth in the number of online courses at MPC—specifically in general education. The ability to complete most general education requirements online (with the exception of lab science and speech) allows students to complete 50% or more of many MPC academic programs through a mode of distance education. As the College prepares its 2016-2017 MPC Catalog of Classes we have identified 63 additional programs, beyond those approved in 2013, where 50% or more of the units required (including general education) could be completed online.

This substantive change proposal requests approval to offer 50% or more of 63 programs ([Appendix A](#)) appearing in the 2016-2017 MPC Catalog of Courses, in addition to the 49 programs that were previously approved, through a mode of distance education.

1.2 - Relationship to Mission

Monterey Peninsula College Mission

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

The majority of MPC's students, 62% as of fall 2015, attend school part-time ([Appendix B](#)). The March 2016 MPC Online student survey indicates that work and family responsibilities are two of the primary reasons students take online classes ([Appendix C](#)). MPC recognizes that distance education provides flexible and convenient access to courses that support the educational goals of all students.

MPC Online Mission Statement

To support the goals of all students, and ensure alignment with the college mission and institutional goals, the following MPC Online Mission Statement was developed:

The mission of MPC Online is to support the development and delivery of quality online courses and programs.

Adopted by the Institutional Committee on Distance Education, 2011

MPC's Institutional Committee on Distance Education (ICDE) has established annual MPC Online Strategic Goals & Objectives ([Appendix D](#), p. 1) to ensure the College meets the needs of students taking online classes. Each goal supports the overall mission of the College, our ability to deliver high quality instructional programs and services, and infrastructure to support the goals of our students:

- **GOAL 1: Student Support & Success:** Provide resources to support the enrollment, retention, and success of students using MPC Online. *(Aligns with MPC Institutional Goal #1)*
- **GOAL 2: Faculty Support & Resources:** Provide support for faculty and staff to design and teach high quality online courses. *(Supports MPC Institutional Goal #1)*
- **GOAL 3: Faculty Training:** Provide resources for faculty and staff in developing knowledge and skills necessary to design and teach high quality online courses. *(Supports MPC Institutional Goal #1)*
- **GOAL 4: Technology/Systems:** Provide technical resources (Learning Management System and related Instructional Technologies), network infrastructure, and access to reliably support and deliver online learning at MPC. *(Aligns with MPC Institutional Goal #4)*
- **GOAL 5: DE Program Development & Growth:** Expand MPC's current online program and course offerings to meet the needs of students seeking to complete general education, obtain certificates and/or associate degrees, and build knowledge and skills. *(Aligns with MPC Institutional Goal #2)*
- **GOAL 6: Compliance:** Ensure that program requirements, documents, and resources meet local, state, and federal guidelines and regulations that apply to distance education in California Community Colleges. *(Aligns with MPC Institutional Goal #3)*

1.3 - Rationale for the Change

As discussed in [Section 1.1](#), this change is being requested to include new and revised programs, appearing in the College's 2016-2017 Catalog of Courses, that can be completed 50% or more online. Nearly all of MPC's programs can be classified as being offered 50% or more through a mode of distance education because students have the ability to complete the majority of general education requirements online.

As discussed in Sections [2](#), [3](#), and [6](#) of this proposal, MPC has developed clear processes and protocols by which online courses are reviewed through a separate course approval process by the College Curriculum Advisory Committee (CAC). Throughout the process individuals and sub-groups are tasked with reviewing proposals to ensure that adequate resources are available to support both the instructor and students and that there is clear rationale for the course to be offered online.

02 - Description of Programs to be Offered

2.1 - Purpose of Change

Monterey Peninsula College (MPC) offers a variety of online programs and courses to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities. MPC recognizes the need to offer courses in multiple formats to meet the needs of students whose work, travel, and family commitments demand increased flexibility. In addition, MPC has become an active participant in the pilot of the California Community College Chancellor's Office's Online Education Initiative (OEI) which is a collaborative effort to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

2.2 - Meeting Commission Standards

All distance education courses at MPC have the same content, course objectives, and student learning outcomes as their counterpart on-ground courses. Furthermore, all distance education curriculum is reviewed in a separate approval process to ensure regular, effective, and substantial instructor-initiated contact is planned; provisions are made for student support and library resources; and faculty acknowledge that the course will be 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. Evidence that MPC's Online programs meet Eligibility Requirements is outlined in [Section 6](#).

03 - Description of the Planning Process

3.1 - Relationship to Planning, Evaluation, and Mission

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

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

As stated in [Section 1.2](#), the majority of MPC students, 62% as of Fall 2015, attend school part-time. Students often report that commitments, including full-time work and family responsibilities, make it difficult for them to attend traditional face-to-face classes. MPC recognizes that distance learning provides flexible and convenient access to courses that support the goals of all students.

MPC's Institutional Committee on Distance Education (ICDE) adopted the following MPC Online Mission Statement in support of the College mission and institutional goals:

The mission of MPC Online is to support the development and delivery of quality online courses and programs.

Adopted by the Institutional Committee on Distance Education, 2011

To further guide the College in meeting the needs of its students, ICDE has established Annual MPC Online Strategic Goals & Objectives ([Appendix D](#)). Each goal supports the overall mission and institutional goals of the College, and better enables MPC to deliver high quality instructional programs and services, and infrastructure to support student learning. 2015-2016 MPC Online Strategic Goals include:

- **GOAL 1: Student Support & Success:** Provide resources to support the enrollment, retention, and success of students using MPC Online. — *Aligns with MPC Institutional Goal #1*
- **GOAL 2: Faculty Support & Resources:** Provide support for faculty and staff to design and teach high quality online courses. — *Supports MPC Institutional Goal #1*
- **GOAL 3: Faculty Training:** Provide resources for faculty and staff in developing knowledge and skills necessary to design and teach high quality online courses. — *Supports MPC Institutional Goal #1*
- **GOAL 4: Technology/Systems:** Provide technical resources (Learning Management System and related Instructional Technologies), network infrastructure, and access to reliably support and deliver online learning at MPC. — *Aligns with MPC Institutional Goal #4*

- **GOAL 5: DE Program Development & Growth:** Expand MPC's current online program and course offerings to meet the needs of students seeking to complete general education, obtain certificates and/or associate degrees, and build knowledge and skills. — *Aligns with MPC Institutional Goal #2*
- **GOAL 6: Compliance:** Ensure that program requirements, documents, and resources meet local, state, and federal guidelines and regulations that apply to distance education in California Community Colleges. — *Aligns with MPC Institutional Goal #3*

3.2 - Assessment of Needs and Resources

The ICDE and MPC Online support team evaluate progress towards the MPC Online Strategic Goals & Objectives annually ([Appendix E](#)). In addition to assessing needs and resources, the strategic goals and objectives serve to identify priorities and focus efforts to improve distance education at the College. The MPC Online support team has completed Annual Program Reflections and Action Plan Updates ([Appendix F](#)) for MPC Online in order to document goals and objectives along with additional resources necessary to provide high quality online instruction. MPC Online staff are currently in the process of completing the College's first comprehensive Program Review Self Study for MPC Online/Distance Education. The comprehensive Program Review, along with subsequent annual Program Review Updates and Action Plan Updates help ensure that the MPC Online program continues to fit within the College's planning and resource allocation process.

3.3 - Anticipated Effect of Change

The college believes 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 previously, many MPC students juggle full-time or part-time jobs in addition to family responsibilities. Commuting difficulties, child-care arrangements, and transportation costs are substantial challenges to on-campus attendance.

3.4 - Intended Benefits

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 flexible, high quality, instructional programs and maximizing opportunities for meaningful learning experiences.

3.5 - Preparation & Planning

Planning and preparation for MPC Online growth and development begins with the curriculum. MPC's Faculty Coordinator for Distance Education works closely with faculty to identify and propose courses for online delivery and to identify resources necessary to support student success. A sub-group of the MPC's Curriculum Advisory Committee, comprised of the Faculty Coordinator for Distance Education and other experienced online faculty, actively reviews all proposals for new or revised online courses ([Appendix G](#)). During the review process, members of the group check proposals to ensure that online courses follow the same standards of quality as face-to-face courses and that there is sufficient evidence of regular and effective contact and adherence to accessibility requirements in the proposal. As appropriate, the Faculty Coordinator for Distance Education refers faculty to additional training and resources to support the development of high quality courses (see [Section 4.3](#) for more information about professional development for online teaching and learning).

The Office of Academic Affairs and the Dean of Instruction responsible for Distance Education maintain an MPC Online Data Dashboard ([Appendix H](#)) which carefully tracks data including enrollment trends (FTES and duplicated/unduplicated headcount), online course sections, inventory of courses approved for online delivery, online student success rates, online student success and retention rates, enrollment patterns, online student demographics, and other information. The college uses these data to inform preparation for MPC Online growth and development, including decisions made regarding MPC Online programs, resources, and online student services.

Recent outcomes of planning and preparation for MPC Online growth and development include:

- Establishment of a full-time, dedicated, Online Instructional Technology Specialist ([Appendix I](#)) to provide technical and other support for online faculty and students. (Spring 2014)
- Changing assignment of an existing Instructional Technology Specialist to include provision of evening technical support for online faculty and students. (Fall 2014)
- Establishment of an online student and faculty support and help desk system ([Appendix J](#)) to streamline responses to student and faculty requests for assistance in online classes as well as establish a library of online support tutorials and resources. (Fall 2013)
- Establishment of MPC Online Teaching Certification program (Spring 2014) ([Appendix K](#)).
- Migrate from locally a hosted Moodle Learning Management System to a commercial vendor specializing in Moodle hosting and service to provide greater system stability and security. (Fall 2014)
- Increase in assignment of Faculty Coordinator for Distance Education ([Appendix L](#)) from 14 hours per week to 20 hours per week to provide support for MPC Online faculty. (Spring 2016)

The College anticipates additional accomplishments to help prepare for MPC Online growth and development as its MPC Online support team and Institutional Committee on Distance Education continue to work on accomplishing the 2015-2016 MPC Online Strategic Goals & Objectives ([Appendix D](#), p. 1).

04 - Evidence of Adequate Resources to Support Programs

4.1 - Adequate and Accessible Student Support Services

As mentioned in [Section 4.1](#), Monterey Peninsula College (MPC) provides distance education students with student support services that are comparable in quality to services provided for face-to-face students. The College has made concerted effort to raise awareness among staff and administrators of the need for adequate student services for online students. The Institutional Committee on Distance Education (ICDE) hosted a workshop in spring 2015 on the topic of providing services for online students. The College's Student Services departments continue to make improvements to the accessibility of services for all students. Currently, distance education students have access to the following support services through the College website, email, or phone:

- [Admissions and Records](#) (including [application](#) and [registration](#))
- [Financial Aid](#) (including [applications for Student Aid](#), [financial aid forms](#), and [scholarships](#))
- [Academic Advising](#) (including "[Ask a Counselor](#)" available through secure student portal)
- [MPC Bookstore](#) (including [textbook rental](#) and [digital materials](#))
- [MPC Online Help Desk](#) (including [support request](#) and [knowledge base](#))
- [MPC Library](#) (including [online research databases](#))

Admissions and Records and Financial Aid departments have transitioned all resources, including policies, procedures, and forms, to an online format. An online version of MPC's student orientation was launched in fall 2015. In addition, Academic Advising instituted an online "Ask a Counselor" feature through the secure student portal in summer 2014.

Student Services continues to make improvements to meet the needs of distance education students. Program Review Self Study, Annual Program Reflections, and Annual Action Plan Updates are used by Student Services programs to identify needs for support services for all students. Current initiatives include the development of online student success workshops, online academic progress, and probation resources.

As a pilot college in the California Community College's Online Education Initiative (OEI), MPC has access to online tutoring services through Link-Systems NetTutor platform. The service provides a platform and staff of trained tutors to provide live tutoring sessions and paper review support for students in online courses. The MPC Online support team is currently working with faculty to integrate online tutoring in spring 2016 online courses.

4.2. Adequate Staffing

Administrative oversight for MPC Online is a responsibility of the Office of Academic Affairs. See [Appendix M](#) for MPC's Academic Affairs organizational chart showing current lines of administrative oversight for MPC Online. The following positions are assigned to support MPC Online:

Dean of Instruction (full-time/administrator)

A Dean of Instruction in Academic Affairs provides administrative leadership for the MPC Online program and supervision of MPC Online support staff. The Dean serves as MPC's single point of contact (SPOC) to the California Community College Chancellor's office on matters relating to distance education and to the California Community College's Online Education Initiative; serves as a co-chair of the Institutional Committee on Distance Education (ICDE); and is responsible for ensuring compliance with local, state, and federal guidelines and regulations related to distance education. The Dean of Instruction provides backup coverage for for the MPC Online help desk including evenings and weekends.

Administrative Assistant III (full-time/classified)

The Administrative Assistant III provides support to the Dean of Instruction and participates in the planning, coordination, and implementation of operational procedures for MPC Online programs and courses. The Administrative Assistant III assists with coordination of professional development events, preparation of correspondence related state authorization for distance education, tracking participation in professional development and enrollment in online classes; maintaining up-to-date listings for MPC Online courses in the California Virtual Campus (CVC) website; responding to inquiries from online faculty and students; and administrative processing of purchase orders, contracts, licenses, and other operational tasks.

Online Instructional Technology Specialist (full-time/classified)

The Online Instructional Technology Specialist administers MPC's learning management system (LMS), provides instructional technology training and support for faculty, and is responsible for providing technical support to faculty and students using the campus learning management system. This position was originally split 50 percent with MPC's Audio Visual department. In response to the growth in online courses, this position was re-assigned in spring 2014 to provide full-time support for MPC Online. The Online Instructional Technology Specialist provides coverage for the MPC Online help desk from 8:00 a.m. - 5:00 p.m. Monday-Friday.

Instructional Technology Specialists (various/classified)

In addition to the Online Instructional Technology Specialist assigned to MPC Online, Instructional Technology Specialists across campus provide limited support to students (in their respective divisions) with access to the campus learning management system and using LMS tools to complete course requirements. The part-time, evening Instructional Technology Specialist in the Business & Technology Division is assigned to cover the MPC Online help desk from 5:30-9:30 p.m. Monday-Thursdays.

Faculty Coordinator for Distance Education (part-time/faculty)

The Faculty Coordinator for Distance Education position was established in 2010 as a 40% load assignment (14 hours/week) and increased in 2016 to approximately 60% load assignment (20 hours/week) funded through the College's distance education budget. The Faculty Coordinator participates in the planning, development, and evaluation of initiatives related to online teaching and learning at MPC; coordinates faculty professional development efforts related to online teaching and learning; mentors MPC Online faculty; and assists faculty with the design and development of online courses and online course content, through one-on-one support, instruction, and consultation services. The Faculty Coordinator for Distance Education serves as a co-chair of the Institutional Committee on Distance Education (ICDE) and chair of the distance education curriculum review sub-group of the Curriculum Advisory Committee (CAC).

4.3 - Professional Development

A collaborative sub-group of faculty and staff representing MPC's Academic Senate and the ICDE led the process of compiling *Effective Strategies for Quality Online Teaching & Learning* ([Appendix N](#)) to guide online teaching and learning at MPC. The *Effective Strategies for Quality Online Teaching & Learning* are intended to help instructors discover how to translate characteristics of high quality teaching and learning into the online environment (including both fully online and web-enhanced face-to-face courses). These effective strategies also serve as the foundation for student and faculty support, distance education planning, and professional development.

The ICDE and the MPC Online support team have developed a variety of professional development opportunities and resources that are aligned to MPC's *Effective Strategies for Online Teaching & Learning* and support online faculty and promote high quality online instruction. 165 full- and part-time faculty have attended one or more of the following face-to-face or online professional development opportunities:

Flex Day Training/Workshops

The MPC Online support team regularly participates in College Flex Days by hosting workshops, boot camps, information sessions, and drop-in support. The following workshops were offered during regularly scheduled beginning-of-semester campus Flex Days ([Appendix O](#)):

- Spring 2016: Moodle to Canvas? Let us paint a picture on Canvas LMS
- Spring 2016: Supporting Online Students
- Fall 2015: Engaging and Retaining Online Learners
- Spring 2015: Effectively Use MPC Online to Support Your Face-to-face Classes
- Spring 2015: Taming your MPC Online Gradebook
- Spring 2014: Effective Practices for Online Instruction
- Fall 2013: Using the MPC Online Gradebook
- Spring 2013: Teaching Online @ MPC

MPC Online Teaching Certification Program

The ICDE launched an MPC Online Teaching Certification program in spring 2014 ([Appendix K](#)). The certification program consists of two levels: (1) MPC Online Teaching Certificate and (2) MPC Online Course Design Certificate. Courses in each series are based on the California Community College @ONE online training curriculum and have been adapted to incorporate MPC's Effective Strategies for Online Teaching & Learning as well as specific aspects of MPC's online teaching and learning environment. MPC Online Teaching Certification requirements are outlined below:

- **LEVEL 1: MPC Online Teaching Certificate, complete the following 2 courses:**
 - COTL1: Introduction to Online Teaching & Learning
 - COTL2: Introduction to Teaching with MPC Online (Moodle LMS Training)
- **LEVEL 2: MPC Online Course Design Certificate** complete the following requirements in addition to part 1 above:
 - COTL3: Creating Accessible Online Courses
 - COTL4: Designing Effective Online Assessments
 - COTL5: Building Online Community with Social Media
 - PORTFOLIO: Demonstrate online teaching proficiencies through an ePortfolio with examples of online instruction and course design

Since the launch of the MPC Online Teaching Certification program,

- 60 faculty have completed at least one certification course
- 33 faculty have completed the Level 1: MPC Online Teaching Certification and
- 4 faculty have completed the Level 2: MPC Online Course Design Certificate

Full- and part-time faculty participate in MPC Online training on a volunteer basis and are not compensated for time spent completing professional development.

Faculty Coffee & Conversation Sessions

Since spring 2014, MPC's Institutional Committee on Distance Education and MPC Online support team have hosted "MPC Online Coffee & Conversation Sessions" ([Appendix K](#), p. 2) for one-hour every other week during the semester. The sessions are designed to provide faculty with an opportunity to meet and network with other online faculty, learn new ideas, and share strategies. Session topics range from demonstrations of specific tools by MPC Online trainers to presentations by online faculty. Fall 2015 sessions focused on the theme *online student success*. Faculty were given copies of the book "*Motivating & Retaining Online Students*" by Lehman and Conceição (2013) and each session related to a specific chapter.

Drop-in Support Hours

Drop-in support is available for faculty and students through the MPC Online Faculty Lab in the Library Technology Center (LTC 317). MPC's Online Instructional Technology Specialist and Faculty Coordinator for Distance Education are available during designated drop-in times ([Appendix K](#)) each semester or by appointment.

Online Faculty & Student Help Desk and Knowledge Base

The MPC Online support team implemented the "Freshdesk" online help desk and knowledge base system in Fall 2013 ([Appendix J](#)). The Freshdesk system was implemented as a virtual help desk to manage incoming support requests and facilitate timely responses by the support team. The Freshdesk system assigns incoming tickets to the MPC Online support team, allows for efficient and consistent answers to questions through "canned" responses written in response to common questions, and alerts the team if tickets remain unanswered beyond the Service Level Agreement (SLA) established by the team. The Dean of Instruction responsible for Distance Education receives escalation notifications for help requests that are not answered within the SLA timeframe and can monitor help desk activities through system reporting tools ([Appendix P](#)).

Since the launch of the Freshdesk system as a virtual help desk, the MPC Online team has developed and added a library of tutorials covering how to use the MPC Online system ([Appendix J](#)). Online students and faculty have access to text and video-based tutorials covering the most common questions about the online system. Users have the ability to rate tutorials based on their usefulness which helps the MPC Online support team identify areas for improvement ([Appendix Q](#)).

Online Course Design Templates

The MPC Online support team maintains a library of course design templates ([Appendix R](#)) to support online faculty in designing high quality online courses. The templates provided align with MPC's *Effective Strategies for Online Teaching & Learning*, are integrated in the MPC Online professional development opportunities offered at the College, and are available as standalone resources.

4.4 - Physical Resources

In 2014, the ICDE and MPC Online support team began completing Annual Action Plan Updates ([Appendix F](#)) to document the need for resources, including physical equipment and facilities, to support MPC Online programs and courses. MPC Online staff are currently in the process of completing the College's first Program Review for MPC Online/distance education. The Program Review, along with subsequent annual Program Review Updates and Action Plan Updates, will allow more effective consideration of the MPC Online program in the College's annual planning and resource allocation process. Other tools, including faculty and student surveys and Learning Management System evaluations conducted by the College, help to evaluate how effectively equipment and facilities meet the needs of online programs and services.

Learning Management System

From 2007 through 2015, MPC was a part of a local consortium of colleges partnering with California State University, Monterey Bay (CSUMB) for Moodle Learning Management System hosting. In spring 2014, CSUMB presented all partners with an LMS Hosting Dissolution notice ([Appendix S](#)) and recommendation to transition to alternative hosting providers. MPC's ICDE and MPC Online support team conducted an evaluation of Moodle hosting providers ([Appendix T](#)) and selected a commercial vendor, Remote-Learner, to provide Moodle hosting service for MPC Online beginning spring 2015. The evaluation of LMS hosting providers included close scrutiny over site security, stability, and administration. MPC Online staff remotely administer the Moodle LMS and work through Remote-Learner's technical support team when necessary to upgrade, patch, and ensure security and stability of the site to meet the needs of online teaching and learning at the College. In fall 2015, MPC contracted with Remote-Learner for an additional Backtrack Recovery service to ensure additional backup capabilities to safeguard against technical errors or data corruption, accidentally deleted data, and malicious hacking. The service provides MPC Online staff with easy access to daily site snapshots for a seven-day period of time. Additional weekly and monthly backups are maintained by Remote-Learner.

In June 2015, the California Community College Chancellor's Office's Online Education Initiative (OEI) officially announced the selection of Instructure Canvas as the Common Course Management System (CCMS) ([Appendix U](#)) for the California Community College (CCC) Online Education Initiative. As part of the contract process, the OEI will subsidize the cost of services for Canvas to all colleges in the system through the 2018-2019 school year. On May 28, 2015, the MPC Academic Senate voted to task the ICDE with the responsibility of conducting an evaluation of Canvas and bringing a recommendation back to the Senate. ICDE is currently conducting the evaluation of Canvas ([Appendix V](#)) with the intent to deliver a recommendation back to the Academic Senate at their first meeting in April 2016.

Annual LMS Hosting Costs

The table below represents annual Learning Management System(LMS) hosting costs. Until 2015, the MPC Online (Moodle) system was hosted by CSU, Monterey Bay. The college began its transition to Remote-Learner, a commercial learning management hosting provider, in 2014. The transition resulted in an increase in the cost of LMS hosting for the college as shown in the table below:

Fiscal Year	LMS Hosting Costs
2011-2012	\$6,500.00
2012-2013	\$6,402.00
2013-2014	\$17,893.75
2014-2015	\$22,995.00*
2015-2016	\$20,081.25
2016-2017	\$18,000.00

*Included additional costs related to the migration of site data to the new LMS host.

MPC Online Faculty Lab

In addition to the online help desk and knowledge base mentioned in [Section 4.3](#), the MPC Online support team is available for one-on-one and small group faculty consultation and training in Library & Technology Center (LTC) room 317 ([Appendix K](#)). Faculty are able to stop by during regular scheduled hours or make an appointment with one of the MPC Online support team members. The MPC Online Faculty Lab is equipped with 10 desktop computer stations and a variety of equipment (including document cameras, scanners, and headphones) and software for multimedia and online course development.

MPC Online Faculty Video Recording Room

In spring 2014, the MPC Online support team, in collaboration with the MPC Library, established a small media recording room in the Library Technology Center (LTC 110) for faculty to record video lectures and presentations. In 2015, the College provided resources to upgrade the recording room resulting in a move to a larger space and purchase of soundproof materials, a new computer, an electronic multi-color backdrop system, and a large-format integrated Wacom tablet monitor. Faculty can schedule time and/or check-out a key to access the room during Library hours and are supported by MPC Online staff to develop videos for use in online courses.

MPC Online Faculty Equipment Checkout

In spring 2014, the MPC Foundation awarded funds to the MPC Online support team to purchase portable document cameras, webcams, and headsets for use by online faculty. Each of the items is held on permanent reserve in the MPC Library for faculty check-out and use to develop videos for use in online courses.

4.5 - Fiscal Resources

Fiscal resources to support MPC Online are allocated through the College's planning and resource allocation process ([Appendix W](#)). Projected budget increases, where possible, are incorporated into the annual Action Plan Updates. Short-term (and sometimes long-term) technology needs and requests are also considered through the College's regular planning and resource allocation process. Long-term technology needs are also documented in the the College's Technology Master Plan ([Appendix X](#)). Resource allocation recommendations are vetted through the shared governance process and submitted to the Superintendent/President for recommendation to the Board.

4.6 - Budget, Enrollment, & Resources

A Distance Education budget was established in 2011-2012 and, as enrollment in online courses has grown, it has increased to continue to provide the necessary resources to support the development and delivery of high quality online courses and programs. The Distance Education budget provides funds for staff, including an Online Instructional Technology Specialist (full-time classified) and Faculty Coordinator for Distance Education (20 hours/week), as well as funds for:

- Software Licenses (including LMS Hosting)
- Hardware Purchases/Upgrades
- Faculty Workshops and Training
- State Authorization Fees
- Office Supplies

The table below represents annual increases in the College Distance Education budget to allow for increased use of the campus LMS as well as increase in staffing (as described in [Section 4.2](#)) to support the growing online programs and subsequent increase in FTES.

	MPC Distance Education Fiscal Resources	
Year	Budget	Actual Expenditures
2012-2013	\$80,056	\$77,703
2013-2014	\$77,558	\$25,963
2014-2015	\$137,933	\$122,945
2015-2016	\$155,955	TBD*
2016-2017	TBD**	

*Actual expenditures will not be available until the close of the fiscal year.

** 2016-2017 budget currently in development.

In addition, MPC Online staff have applied for external funding to support online programs and services, including:

- MPC Foundation Faculty & Staff Advancement Awards ([Appendix Y](#)) to provided to purchase equipment for online course development and fund faculty professional development opportunities.
- Distance Education Captioning & Transcription Grant funding from the California Community Colleges Chancellor's Office (CCCCO) to ensure that online videos are captioned and audio files are translated into text to support students with disabilities ([Appendix Z](#)).

The table below demonstrates the growth in online FTES since online courses were first offered in 2001-2002.

Year	FTES Trends		% of FTES from Online
	MPC Total	Online	
2001-02	7,799.73	0	0.00%
2002-03	8,080.12	17.44	0.22%
2003-04	7,920.79	27.37	0.35%
2004-05	7,225.69	52.83	0.73%
2005-06	6,713.25	103.48	1.54%
2006-07	7,651.58	184.69	2.41%
2007-08	8,096.74	222.88	2.75%
2008-09	7,915.13	255.89	3.23%
2009-10	7,438.64	337.00	4.53%
2010-11	6,836.14	447.60	6.55%
2011-12	6,704.37	406.97	6.07%
2012-13	6,869.85	467.37	6.80%
2013-14	6,632.38	621.96	9.38%
2014-15	6,450.41	652.10	10.11%

Source: California Community College Chancellor’s Office MIS Data Mart:
[Distance Education \(DE\) Full-time Equivalent Student \(FTES\) Counts](#)

The table below demonstrates the growth in estimated distance education revenue generated by the FTES for online courses since online courses were first offered in 2001-2002.

Fiscal Year	Online FTES*	Credit Funding Rate**	Estimated Distance Ed. Revenue **‡
2001 – 2002	0.00	\$3,400.23	\$0.00
2002 – 2003	17.44	\$3,554.84	\$61,996.41
2003 – 2004	27.37	\$3,575.19	\$97,852.95
2004 – 2005	52.83	\$3,558.02	\$187,970.20
2005 – 2006	103.48	\$3,916.46	\$405,275.28
2006 – 2007	184.69	\$4,122.92	\$761,462.09
2007 – 2008	222.88	\$4,367.00	\$973,316.96
2008 – 2009	255.89	\$4,564.83	\$1,168,094.35
2009 – 2010	337.00	\$4,564.83	\$1,538,347.71
2010 – 2011	447.60	\$4,564.83	\$2,043,217.91
2011 - 2012	406.97	\$4,564.83	\$1,857,748.87
2012 - 2013	467.37	\$4,564.83	\$2,133,464.60
2013 - 2014	621.96	\$4,636.49	\$2,883,711.32
2014 - 2015	652.10	\$4,675.90	\$3,049,154.39

* **Source:** California Community College Chancellor's Office MIS Data Mart: Distance Education (DE) Full-time Equivalent Student (FTES) Counts

** **Source:** Chancellor's Office Fiscal Services Unit Data

**‡ All activity in classes eligible for state apportionment funding is included. This methodology used is not the same as the methodology used in calculating FTES for CCFS-320 report. Therefore, Base Fund Generation values above are inflated.

Note: Deficit Coefficient Factor not included in figures above.

4.7 - Monitoring Outcomes of Change

MPC's Institutional Committee on Distance Education (ICDE) and the MPC Online support team regularly review and monitor issues related to online programs and courses at the College. Review and subsequent recommendations for improvement and change are embedded in Program Reflections, annual Action Plan updates, and in the process used by the ICDE and MPC Online support team to evaluate and establish annual working goals for MPC Online.

The Office of Institutional Research regularly reports on student success, retention, and persistence for the entire College, including courses offered via distance education. These data are provided to programs and divisions undergoing program review for inclusion in each division's report. They are also used for continuous quality improvement purposes, planning, and resource allocation.

MPC's Academic Senate also plays a key role in discussing issues related to online programs and courses, as the faculty are interested in identifying strategies to enhance student success and retention in online classes. Members of the Academic Senate are given regular reports from the Dean responsible for MPC Online, the Faculty Coordinator for Distance Education, and faculty senators who serve on the ICDE. The Academic Senate and the ICDE engage in collaborative discussions around the topic of quality assurance issues associated with the online delivery mode. The two groups collaborated to develop the document *Effective Strategies for Quality Online Teaching & Learning* ([Appendix N](#)) to help instructors discover how to translate characteristics of high quality teaching and learning into the online environment.

Finally, the faculty evaluation process, agreed to between the District and the Monterey Peninsula College Teachers Association (MPCTA), employs the same standards of quality for all faculty under evaluation, regardless of location or mode of delivery of the course. As a part of the process, online students complete the faculty evaluation survey using Class Climate software from Scantron ([Appendix AA](#)).

4.8 - Evaluation & Assessment of Student Learning and Success

The ICDE, MPC Online support team, and Office of Institutional Research regularly document and discuss student learning and success in online courses. 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. While local success and retention rates for online classes still lag behind those of face-to-face classes. For many semesters MPC has observed steady improvement in both the success and retention rates of online classes. In fall 2014, the college observed a decrease in retention rates. The ICDE and MPC Online support team responded by increasing professional development opportunities including workshops on engaging online students and early intervention for students falling behind in online courses. Fall 2015

showed a slight increase in retention rates for online students. The college will continue to monitor retention rates and focus efforts on increasing student retention.

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

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
CA Total	86.58%	85.86%	86.27%	85.85%	86.02%	85.63%	86.12
CA Face-to-Face	87.33%	86.55%	86.99%	86.57%	86.77%	86.38%	86.84%
CA Distance Ed	80.30%	80.29%	80.10%	80.43%	80.21%	80.37%	80.95%
MPC total	85.23%	86.82%	85.56%	85.03%	83.69%	85.06%	83.23 %
Face-to-Face	85.60%	87.57%	86.37%	85.82%	84.91%	86.43%	84.28 %
Distance Ed	80.45%	78.12%	78.23%	79.41%	74.96%	74.92%	76.05 %

Source: Chancellor's Office Data Mart

Success Rates in Distance Education and Face to Face Courses

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
CA Total	70.03%	69.85%	69.48%	69.57%	69.19%	69.69%	69.60%
CA Face-to-Face	71.20%	70.95%	70.59%	70.69%	70.34%	70.88%	70.71%
CA Distance Ed	60.71%	61.41%	60.56%	61.70%	60.73%	61.88%	62.17%
MPC Total	73.02%	75.76%	73.01%	72.90%	69.54%	73.48%	70.32%
Face-to-Face	73.81%	77.00%	74.29%	74.10%	71.22%	75.43%	71.99%
Distance Ed	62.76%	61.16%	61.50%	64.41%	57.45%	59.02%	58.93%

Source: Chancellor’s Office Data Mart

As shown above, success rates dipped below state average in fall 2014 and spring 2015, prompting the ICDE to reevaluate its goals. As a result of this evaluation, the ICDE established new goals for the 2015-2016 year ([Appendix D](#), p. 1) that placed greater emphasis on online student success. To meet these new goals, the College has implemented strategies for increasing online student success, including implementing an online student orientation and establishing a faculty professional development series focused on online student success and retention in the fall 2015 semester.

05 - Evidence of Internal and External Approvals

5.1 - Evidence of Appropriate Approvals

The College's Curriculum Advisory Committee (CAC) reviews and approves all courses and programs offered at the College, including the associate in arts and associate in science degrees; the associate in arts and sciences for transfer degrees; and the certificate of achievement and the certificate of training programs requested as part of this change. Programs are submitted for approval by the CAC; individual courses are subsequently proposed for online delivery which has led to more than 50% of programs being able to be completed online.

Furthermore, the new courses and programs were approved by the Board of Trustees ([Appendix BB](#), p. 9) and Chancellor's Office of the California Community Colleges. Certificates of Training are certificates with less than 18 units and are approved locally.

A primary role of CAC is to review and recommend new and revised courses and academic programs to the Board of Trustees. All curricula receive a rigorous examination for quality control based on guidelines for academic excellence specified in Title 5 of the California Code of Regulations. The online course approval process includes a separate review and sign-off by a CAC online sub-group (composed of the Faculty Coordinator of Distance Education, and representatives with background in Library and Technology Services, Online Instruction, and Student Accessibility) before moving forward for separate approval by the Curriculum Advisory Committee.

The Dean of Instruction assigned to oversee MPC Online ensures that online programs and courses comply with federal, state, and local regulations including State Authorization.

MPC maintains current approval for, or exemption from, State Authorization for Distance Education in 42 states and 9 territories ([Appendix CC](#)). The office of the Dean of Instruction overseeing Distance Education regularly monitors State Authorization requirements, ensures compliance with existing agreements, and renews applications as necessary to maintain authorization or exemption. If MPC has not obtained approval for, or exemption from, State Authorization for Distance Education in a particular state, the Dean works with the Admissions and Records office to block registration from students located in that state.

5.2 - Legal Requirements

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

5.3 - Governing Board Action

As mentioned above, new courses and programs are approved by the Board of Trustees ([Appendix BB](#), p. 9). As described in [Section 4.5](#), all resource allocation recommendations are vetted through the shared governance process and submitted to the Superintendent/President for recommendation to the Board.

06 - Evidence of Meeting Eligibility Requirements

6.1 - Authority

Monterey Peninsula College is a public two-year community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges and the board of trustees of the Monterey Peninsula College District. Monterey Peninsula College is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. MPC's Maurine Church Coburn School of Nursing is approved by the California Board of Registered Nursing (BRN), and is fully accredited by the Accreditation Commission for Education in Nursing (formerly the National League of Nursing Accrediting Commission, NLNAC) through 2019. The Automotive Technician program is accredited by the National Automotive Technicians Education Foundation, Inc.

MPC's Dental Assisting program is approved by the California State Board of Dental Examiners. Programs at the Public Safety Training Center are approved by the California State Fire Marshal and Commission on Peace Officer Standards and Training (POST). Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.2 - Operational Status

MPC is operational, with students actively pursuing degree and certificate programs. Approximately 9,057 students were enrolled in MPC's credit and noncredit programs and courses in fall 2015. Students enroll in courses leading to a variety of associate degrees and certificates as well as those contributing to skill development, personal enrichment, and/or university transfer. Classes are scheduled at the main campus in Monterey, the Education Center at Marina, Public Safety Training Center in Seaside, and online to maximize the opportunity for students to complete degree and/or certificate programs in a manner that meets their individual needs. The online class schedule is clearly displayed on the MPC website (www.mpc.edu/schedule). Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.3 - Degrees

The MPC Catalog lists requirements for all degrees awarded, including Associate of Arts (A.A.), Associate of Science (A.S.), and Associate Degree for Transfer (A.A.-T or A.S.-T). All degrees require a minimum of 60 units and include both a major concentration and a General Education component. Courses are scheduled so that a

student enrolled full-time at the College can complete in two academic years. In the 2014-2015 academic year, the College awarded 480 degrees and 178 certificates. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.4 - Chief Executive Officer

Dr. Walter Tribley was selected by the Monterey Peninsula College District Board of Trustees as the Superintendent/President and assumed leadership of the College on December 17, 2012. Board Policy 1050 ([Appendix BB](#), p. 5) establishes the Superintendent/President's authority to administer board policy. The Superintendent/President serves as secretary of the Board of Trustees. Board Policy 1011 ([Appendix BB](#), p. 3) establishes procedures for the selection of a current elected member of the Board of Trustees to serve as Chair of the Board and be responsible for creating a positive climate, leading the Board, and working closely with all members of the Board as well as the Superintendent/President. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.5 - Financial Accountability

As directed by Board Policy 6300 ([Appendix BB](#), p. 17), financial records of the Monterey Peninsula Community College District are maintained pursuant to the California Community Colleges Budget and Accounting Manual. Per Board Policy 6100 ([Appendix BB](#), p. 16), the Superintendent/President, in consultation with the Vice President, Administrative Services, makes regular reports to the Governing Board and keeps the Governing Board fully advised regarding the financial status of the District. External audits are performed annually with the auditor providing a report at an open meeting of the Board of Trustees. Past and current budgets as well as a statement of audit procedures and findings are on file in the Office of the Vice President of Administrative 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 IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.6 - Mission

As described in [Section 1.2](#), the Monterey Peninsula College District Board of Trustees approved the current MPC Mission Statement on October 22, 2014. The Mission Statement is published on the College website and printed in the College Catalog. The College, through its governance process, reviews the mission statement every six years to ensure that the college and its programs meet the educational needs of the

community. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.7 - Governing Board

The Monterey Peninsula College District Board of Trustees operates under the authority of California State Education Code, §70900-70902. 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 Board of Trustees is an independent, policy-making, body that reflects constituent and public interest in board activities and decisions to assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the institution. The Board is comprised of five (5) members who are elected by the residents of the five (5) Trustee Districts created by the Monterey County Board of Education in 2008 ([Appendix BB](#), p. 1). Board members adhere to the District's conflict of interest policy ([Appendix BB](#), p. 7) and are required to file an annual Statement of Economic Interests (Form 700) with the County. Per Board Policy, no member of the Board of Trustees shall have any financial interest in any contract or purchase order authorized by the Board.

In addition, the Governing Board follows an established policy for selecting and evaluating the Superintendent/President ([Appendix BB](#), p. 5) as well as approving the College mission ([Appendix BB](#), p. 6), budget ([Appendix BB](#), p. 8), and curriculum ([Appendix BB](#), p. 9). Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.8 - Administrative Capacity

The College's organizational chart ([Appendix M](#)) documents 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 administrators and managers through an open search process based on established hiring procedures.

Additional information about the administrative oversight of Distance Education was provided in [Section 4.2](#). Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.9 - 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 and approved

programs 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 IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.10 - 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 official course outlines of record for all courses offered at the college. 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 IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.11 - Student Learning and Student Achievement

The Division Chairs, Student Learning Outcomes Committee, Learning Assessment Committee (LAC), the SLO Coordinator (currently also the President of the Academic Senate), the Vice President of Academic Affairs, and the instructional deans work closely with the Office of Institutional Research to track student learning and achievement. The program review process ([Appendix DD](#)) requires all programs and divisions to review and analyze student learning and achievement data as they evaluate their performance and identify future goals. In addition, the College uses achievement data to develop interventions and assess goal attainment as it participates in system-wide initiatives associated with student success, retention, and persistence (e.g., Basic Skills, Student Success and Support Program (3SP), Student Equity, etc.). The SCORE+ Program is an example of an intervention deployed on campus in response to an analysis of achievement data. SCORE+ is a summer bridge program introduced in summer 2015 to provide additional math and counseling support to students placed into MATH 351. 66% of the students who participated in the program were able to successfully challenge their placement and move up one level in the math sequence. The success of the summer SCORE+ program has led the college to expand plans for summer 2016 and add additional resources to support students placed in the MATH 261 level. In addition, the Institutional Committee on Distance Education monitors student learning and achievement data related to online instruction. Findings from the analysis of student learning and achievement data are discussed within participatory governance processes to foster institutional understanding of and support for initiatives that promote student success. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not

change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.12 General Education

The MPC Catalog ([Appendix EE](#)) 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 student learning outcomes for students. 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 IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.13 - Academic Freedom

The College recognizes the right of individuals to free and open discussions of controversial issues. To this end, the Academic Senate recommended, and the Board of Trustees adopted Board Policy 3120 ([Appendix BB](#), pp. 10-13) on Academic Freedom on May 27, 2008. Board Policy 3120 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." Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.14 - Faculty

The MPC Catalog provides the names of all full-time faculty along with their academic preparation. Their duties and responsibilities are delineated in Board Policy 5320 ([Appendix BB](#), pp. 14), and in the Faculty Handbook ([Appendix FF](#)). Names of full- and part-time faculty and their teaching assignments can be found in the current Schedule of Classes ([Appendix GG](#)). 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 IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.15 - Student Support Services

Student Services provided at MPC are described in the College Catalog ([Appendix EE](#)). These services support student learning and development within the context of the institutional mission. As described in [Section 4.1](#), student services have been expanded to support student access, retention, and achievement in the online environment. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.16 - Admissions

MPC has adopted admissions policies which are consistent with the mission of the College and published in the College Catalog ([Appendix EE](#)). The application process is completed through Open CCC Apply and is supported by the Admissions and Records Office. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.17 - Information and Learning Support Services

Monterey Peninsula College provides all students and personnel with access to high-quality information and learning support services. The College systematically assesses these services through Program Review, Program Reflections, and other department-identified measures to ensure that these services are sufficient in quantity, currency, depth, and variety to support student learning and achievement in all educational programs, regardless of location or mode of delivery. MPC's information and learning support services include library collections and services, tutoring and support for general and program-specific areas of study. Computer labs, access to learning technology, and ongoing instruction are also provided within the library and learning support service areas. Library databases and eBooks may be accessed 24/7 from off-campus by students, faculty, and staff through a secure proxy server using an MPC Library card for authentication. Interlibrary loan services allow the College to borrow materials not owned by the College to support student learning and staff development. Databases licensed by the College enhance learning in all programs. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.18 - 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.

In addition to the College's general fund, the Monterey Peninsula College Foundation raises funds for numerous campus projects including grants that promote academic excellence. Documents relating to its establishment and operations are on file in the Office of the Superintendent/President.

Costs associated with Distance Learning software, staffing, and other resources have been incorporated into the College budget. All budget and financial statements are on file in the Office of Vice President of Administrative Services. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.19 - Institutional Planning and Evaluation

Monterey Peninsula College engages in continuous, broad-based, systematic evaluation and planning. To ensure effectiveness, processes were modified in 2014 to streamline tasks and further ensure that resources are used wisely. Processes that are (and have been) key to planning include mission and institutional goals review, which establishes the foundation of the Education Master Plan; program review; and updates to institutional and unit action plans, which inform the planning and resource allocation process. The College's Integrated Planning Model /Pyramid ([Appendix HH](#)) as well as the Planning and Resource Allocation Process model ([Appendix W](#)), enable the campus community to understand and appreciate the College's planning process. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.20 - Integrity in Communication with the Public

MPC provides a College Catalog ([Appendix EE](#)) for its constituencies with precise, accurate, and current information concerning the official name, address, phone number, and website of the institution (p. 4); the College mission and goals (p. 8); accreditation status with ACCJC and other accreditors (p. 4); complete listing of academic programs and program learning outcomes (pp. 51-114); list of courses (pp. 121-268); current academic calendar (p. 2); program length and graduation requirements (pp. 52-53); academic freedom statement (p. 45); student financial aid (p. 17); learning resources (pp. 40-41); names and degrees of administrators and faculty (p. 269-278); names of governing board members (p. 4); requirements (pp. 20-22); admissions (p. 13-14); student fees and other financial obligations (pp. 16-18); transfer information (pp. 115-119); major policies affecting students (pp. 20-25); academic regulations, including academic honesty (20-22, 24); nondiscrimination (p. 9); acceptance of transfer credits (p. 22); transcripts (p. 24); grievance and complaint procedures (p. 47); sexual

harassment (p. 10); refund of fees (p. 17); location where publications or other policies may be found (p. 5). Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

6.21 - Integrity in Relations with the Accrediting Commission

Monterey Peninsula College adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. 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.

Per the ACCJC's reaffirmation letter ([Appendix II](#)), the College completed and submitted the first follow-up report addressing Distance Education by October 15, 2011 ([Appendix JJ](#)). A second follow-up report addressing Distance Education, as requested by the ACCJC, was submitted to the ACCJC in October 2012 ([Appendix KK](#)). An initial Substantive Change Proposal to offer 50% or more of programs online was submitted to ACCJC in February 2013. The commission approved the request and commended the College on the completeness and clarity of the proposal.

MPC is currently in the process of completing its 2016 Institutional Self Study for submission to ACCJC and preparing for its site visit in October 2016. Offering more than 50% of IGETC, CSU or MPC General Education requirements; associate degrees; and certificate programs online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

07 - Evidence of Meeting Accreditation Standards

7.1 - Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

As stated in [Section 1.2](#), majority of MPC's students, 62% as of fall 2015, attend school part-time. Students often report that commitments including full-time work and family responsibilities make it difficult for them to attend traditional face-to-face classes. MPC recognizes that distance learning provides flexible and convenient access to courses that support the goals of all students which supports the College mission.

B. Assuring Academic Quality and Institutional Effectiveness

A number of committees, groups, and individuals across campus are engage in dialogue about, and efforts to improve, the quality and effectiveness of MPC Online programs and courses:

- The **Institutional Committee on Distance Education (ICDE)** serves as the recommending body on matters related to online teaching and learning. The ICDE makes recommendations on issues including academic and technical support for online students and instructors, policies and procedures, as well as, planning and development of online offerings. To guide the College in meeting the needs of our students, ICDE establishes annual MPC Online Strategic Goals & Objectives (Appendix B). The annual goals and objectives supports the overall mission of the College, our ability to deliver high quality instructional programs and services, and infrastructure to support the goals of our students. As a result of goals set, and recommendations made, by the ICDE, the College has made the following changes to improve and provide support for MPC Online programs and courses:
 - Hired a full-time Online Instructional Technology Specialist ([Appendix I](#)) (spring 2014)
 - Increased assignment for Faculty Coordinator for Distance Education from 14 to 20 hours/week ([Appendix L](#)) (spring 2016).

- Implemented the Moodle/Class Climate connector ([Appendix AA](#)) to facilitate easier completion of faculty evaluations in online courses and increase response rates (fall 2015).
 - Established an MPC Online student orientation ([Appendix LL](#)) and implement strategies to increase student completion (fall 2015)
 - Introduced new tools and strategies to help faculty monitor/track student progress ([Appendix MM](#)) in online courses (fall 2015)
 - Offered a series of workshops ([Appendix NN](#)) focused on the theme of online student success (fall 2015)
 - Implemented the new DE course approval form ([Appendix OO](#)) and provided support to faculty proposing new or revised distance education courses (spring 2015).
- The **MPC Academic Senate**, consisting of full- and part-time faculty at the College, makes recommendations regarding academic and professional matters including curriculum, degree and certificate requirements, educational program development, academic policies and standards, College governance structure, faculty roles in accreditation processes, professional development, program review, and institutional planning and budget development ([Appendix PP](#)). The Academic Senate routinely hears reports from ICDE members including the Faculty Coordinator for Distance Education and Dean of Instruction overseeing MPC Online. As mentioned in [Section 4.3](#), the Academic Senate and ICDE formed a joint workgroup to discuss characteristics of quality online instruction and develop guidelines for online courses at the College. As a result of goals set, and recommendations made, by the Academic Senate, MPC has made the following changes to improve and provide support for MPC Online programs and courses:
 - Established MPC's *Effective Strategies for Quality Online Teaching & Learning* ([Appendix N](#)) to guide online teaching and learning at MPC.
 - Provide regular professional development opportunities at scheduled Flex Days ([Appendix O](#)) focused on topic related to online teaching.
 - The **Curriculum Advisory Committee (CAC)** reviews all proposals for associate in arts and associate in science degrees, associate in arts and sciences for transfer degrees, certificates of achievement, certificates of training programs, and individual courses. As mentioned in Section 5.1, all curricula receive a rigorous examination for quality and rigor based on academic excellence guidelines specified in Title 5 of the California Code of Regulations. The online course approval process includes an additional, separate, review by distance education subcommittee (composed of the Faculty Coordinator of Distance Education, and representatives with background in Library and Technology Services, Online Instruction, and Student Accessibility) before moving forward for separate approval by the entire Curriculum Advisory Committee.
 - The **Academic Affairs Advisory Group** provides a forum for communication among its membership about campus issues of common interest—including online courses and programs. Members are charged with representing the

interests of their constituency at AAAG and with communicating back to their constituency the discussions and decisions of AAAG. The Dean of Instruction responsible for MPC Online and the Faculty Coordinator for Distance Education make regular reports to AAAG.

- Vice Presidents, Deans, Division Chairs, the Director of Institutional Research, faculty, and staff all participate in the Program Review process, Program Reflections, and Annual Action Plan updates that serve to assess the effectiveness of instructional programs and adequacy of resources. All MPC programs are subject to regular cycles of evaluation and improvement, regardless of location or method of delivery. All programs proposed to be offered via distance education participate in the program review process.

The College has established institution-set standards related to student achievement and institutional effectiveness and evaluates institutional performance against these standards each year as it prepares its annual report to the Commission. The College disaggregates data related to the institution-set standards by mode of instruction where appropriate (e.g., within standards for successful course completion) to ensure examination of Distance Education activities at the institutional level. The College compares course completion and retention rates of distance learners to College-wide success and retention rates and Statewide distance education success and retention rates. The ICDE uses the results of the evaluation against institution-set standards to inform its goal-setting activities.

C. Institutional Integrity

As stated the College's 2014-2015 self-evaluation, Monterey Peninsula College strives to represent itself clearly, accurately, and with integrity in all publications, and to all students (potential, current, and alumni), personnel, and interested parties. The College publishes information related to the mission statement, learning outcomes, educational programs, and student support services in various publications, including the College Catalog ([Appendix EE](#)), Schedule of Classes ([Appendix GG](#)), the college website, and texts for college success courses. As much as possible, the College Catalog serves as the official standard for information about the College and its programs and services, primarily because the Catalog review process is so thorough. Once the content of the catalog is set, it can be used as master copy for other publications, including the website.

Distance education information is provided in two places: the schedule published for each semester and the MPC Online website. The Schedule of Classes clearly indicates online class sections offered each semester ([Appendix GG](#)). Students can peruse online courses exclusively as options to meet their educational needs. The MPC Online website shows all courses and programs approved to be offered online at MPC ([Appendix QQ](#)). This list is based on the MPC catalog and is updated manually by MPC Online personnel. Because human error cannot be completely prevented, a disclaimer is offered to contact the MPC Counseling Department to discuss specific degree and course requirements. One way to evaluate the effectiveness of communication about

distance education is to examine the growth of distance education at MPC. From 2011-2013, the number of online sections increased from 172 to 227 and FTES increased by a similar proportion ([Appendix RR](#)). Since these indicators have increased markedly in recent years, communication about online opportunities has succeeded.

Student Achievement data are provided in a variety of places by the Office of Institutional Research. The Director of Institutional Research is responsible for the accuracy and integrity of this information. Broad, institutional-level student achievement data such as the self-set standards, the Student Success Scorecard, and demographic information is provided on the Office of Institutional Research webpage.

7.2 - Standard II: Student Learning Programs and Support Services

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, student population. College admission policies, which are the same for online and face-to-face courses, are listed in the MPC Catalog ([Appendix EE](#)) 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.

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 SS](#)). All course outlines have been reviewed and recommended for approval by the 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 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 CAC reviews the distance education course proposal ([Appendix OO](#)) to grant final approval. Upon approval, faculty receive support from the MPC Online Instructional Technology Specialist to activate and design the

online course using *Effective Strategies for Quality Online Teaching & Learning* ([Appendix N](#)) as well as methods of instruction in order to meet the diverse learning styles of our students. Just as the distance education sub-group of the 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 infrastructure, academic and technical support for online students and instructors, policies and procedures, as well as, planning, development, evaluation, and review of online offerings ([Appendix TT](#)). The ICDE is made up of faculty, staff, and administrators with expertise and interest in distance education including: Dean of Instruction, 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, and instructional faculty members drawn from library sciences, counseling/advising, career technical education, liberal arts, and the sciences.

B. 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 ([Appendix UU](#)). Remote access to online library resources is available to all students with a valid, current MPC library card and access to an Internet connection. 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.

MPC library faculty have created a series of online library guides to provide instructions for the use of specific databases and online tools and provide research assistance for all MPC students ([Appendix VV](#)). 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 SS](#)).

C. Student Support Services

As mentioned in [Section 4.1](#), Monterey Peninsula College provides distance education students with access to student support services that are comparable in quality to services for on-campus students. The College has made concerted effort to raise awareness among staff and administrators of the need for equitable student services for online students. The Institutional Committee on Distance Education hosted a workshop during spring 2015 Flex Days on providing student services for online students and Student Services departments continue to make improvements to the accessibility of services for all students ([Appendix O](#)). Currently, Distance Education students have

access to the following student support services through the College website, email, or phone: Admissions and Records, Financial Aid, Academic Advising, MPC Bookstore, MPC Online Technical Support, Assessment, and Career Transfer Resource Center. Admissions and Records and Financial Aid departments have transitioned all resources, including policies, procedures, and forms, to be accessible online. An online version of MPC's student orientation was launched in fall 2015 ([Appendix LL](#)).

Student Services continues to make improvements to meet the needs of distance education students. Program Review Self Study, Annual Program Reflections, and Annual Action Plan Updates are used by Student Services programs to identify needs for support services for all students. The 2010-2011 program review completed by MPC's Counseling Department ([Appendix WW](#)) 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. MPC's counseling services have adapted counseling resources for online access including the "Ask a Counselor" feature introduced through the secure student portal in summer 2014. Current initiatives in progress include the development of online student success workshops and online academic progress and probation services.

7.3 - Standard III: Resources

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.

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 faculty professional development seminars as well as one-on-one faculty support in course design and development and support through an online help desk.

B. Physical Resources

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.

All faculty and students can use public computer labs in the MPC Library to access the Moodle LMS and any additional online resources. 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.

C. Technology Resources

As mentioned in [Section 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 participatory 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.

MPC's Technology Plan describes the state of campus technology and defines the strategic operational direction, goals, and objectives for technology applications over the next three years ([Appendix X](#)). 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 XX](#)).

D. Financial Resources

As mentioned in [Section 4.5](#), fiscal resources to support MPC Online are allocated through the district's planning and resource allocation process ([Appendix W](#)). Projected budget increases, where possible, are incorporated into the annual Action Plan Updates. 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 Plan ([Appendix X](#)).

As mentioned in [Section 4.6](#), a Distance Education budget was established in 2011-2012 and, as enrollment in online courses has grown, it has increased to continue to provide resource support for the development and delivery of high quality online courses and programs. The Distance Education budget provides funds for staff, including an Online Instructional Technology Specialist (full-time classified) and Faculty Coordinator for Distance Education (20 hours/week), as well as funds for learning

management system hosting, computer hardware and software, and professional development.

7.4 - Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

Faculty, staff, and students are able to participate in the established participatory governance processes that exist at the College. These existing processes facilitate discussion of ideas and effective communication among all of the institution's constituencies. As mentioned in [Section 7.1.B](#), the Institutional Committee on Distance Education (ICDE) serves as the recommending body to administration on matters related to online teaching and learning. ICDE makes recommendations on issues including academic and technical support for online students and instructors, policies and procedures, as well as, planning and development of online offerings. The MPC Academic Senate makes recommendations regarding academic and professional matters including curriculum, degree and certificate requirements, educational program development, and academic policies and standards, College governance structure, faculty roles in accreditation processes, professional development, program review, and institutional planning and budget development. The Curriculum Advisory Committee (CAC) reviews all proposals for degrees, certificates, and individual courses based on guidelines on academic excellence specified in Title 5 of the California Code of Regulations and provides recommendations to the Board of Trustees.

B. Chief Executive Officer

As mentioned in [Section 6.4](#), Dr. Walter Tribley was appointed as the Superintendent/President by the Monterey Peninsula College District Board of Trustees and assumed leadership of the College on December 17, 2012. Board Policy 1050 ([Appendix BB](#), p. 5) establishes the Superintendent/President's authority to administer board policy.

C. Governing Board

As mentioned in [Section 5.3](#), new courses and programs are approved by the Board of Trustees ([Appendix BB](#), p. 9). In addition, all resource allocation recommendations are vetted through the shared governance process and recommended to the Superintendent/President for approval by Board.