

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 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.

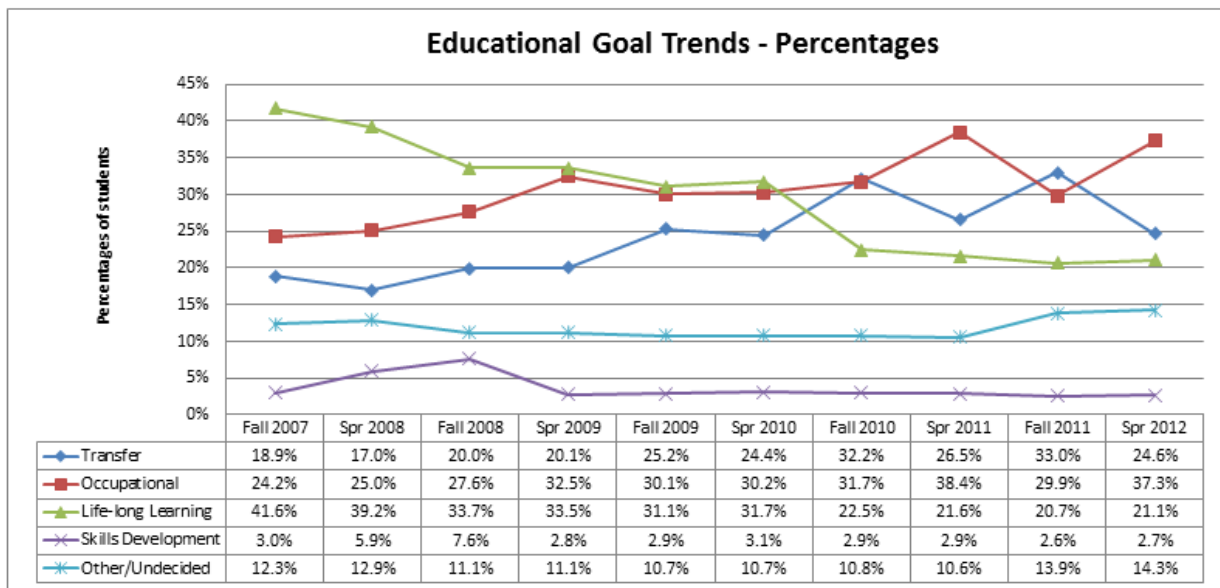
Specific requirements and course options for the listed Associate of Arts degrees, Associate of Science degrees, Certificates of Achievement, Certificates of Training, and IGETC and CSU GE-Breadth general education transfer requirements are shown in detail in [Appendix B](#).

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." 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 which 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

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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	0	0.00%
2002-03	8080.12	17.44	0.22%
2003-04	7920.79	27.37	0.35%
2004-05	7225.69	52.83	0.73%
2005-06	6713.25	103.48	1.54%
2006-07	7651.58	184.69	2.41%
2007-08	8096.78	222.88	2.75%
2008-09	7915.16	255.89	3.23%
2009-10	7438.68	337.00	4.53%
2010-11	6836.19	447.60	6.55%
2011-12	6704.37	406.97	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.)

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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 below in a distance education format.

Since MPC can now 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, students are 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 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](#), pg. 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, Monterey Peninsula College developed a long-term plan for distance education with the primary objective of "serving the educational needs of the online student at Monterey Peninsula College 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 Monterey Peninsula College, 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 Monterey Peninsula College 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. The college is currently undergoing construction and upgrading facilities, using funding from the 2002 Bond Measure I, to address classroom space needs. Approval of this substantive change will enable MPC to better serve students during the duration of the construction project and beyond.

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 Monterey Peninsula College 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 9 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	0	0.00%
2002-03	8080.12	17.44	0.22%
2003-04	7920.79	27.37	0.35%
2004-05	7225.69	52.83	0.73%
2005-06	6713.25	103.48	1.54%
2006-07	7651.58	184.69	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.

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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 Monterey Peninsula College. 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 in July 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.

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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 were begun during the summer of 2012. The Associate Dean of Instructional Technology will report to the Vice President of Academic Affairs, and will have direct oversight of distance education programs. The Faculty Coordinator for Distance Education, a 40% load assignment funded through the MPC Online Cost Center, will report to the Associate Dean of Instructional Technology and Development position.

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 Monterey Peninsula College. 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 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, but generally this training is conducted by in-house staff. 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 J #36](#)];
- 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 J #36](#)) 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 California State University Monterey Bay 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.

Monterey Peninsula College 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.

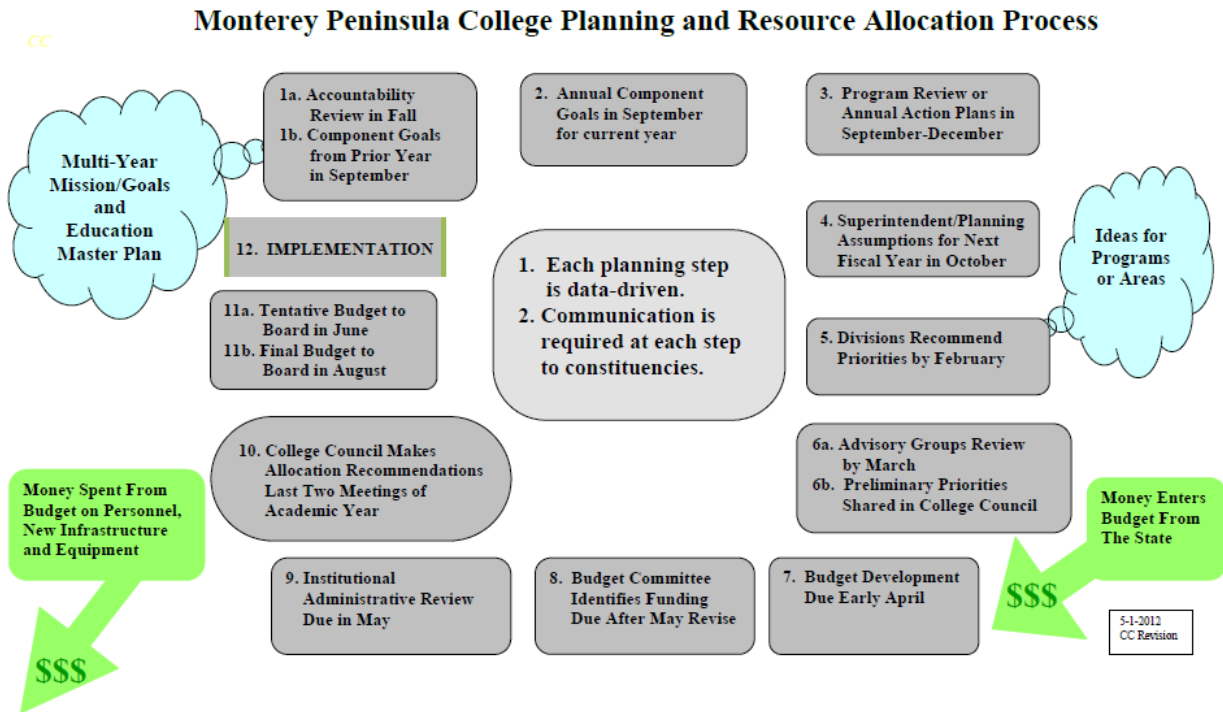
Short-term (and sometimes long-term) technology needs and requests follow the college's regular planning and resource allocation process. Long-term technology needs are also considered in the development of the college's *Technology Refreshment Plan* ([Appendix X](#)). This plan establishes a cascading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

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Fiscal Year	Amount
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 helps to fund some extended faculty training opportunities, such as workshops, that take place during summer.

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 Technologist 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.

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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 Institutional Committee on Distance Education (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 five years. (See [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 prioritizes and program improvement plans are stated.

Each completed self-study is reviewed by a support team consisting 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, within 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

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

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
CA Total	67.41%	67.90%	68.33%	67.90%	68.69%	68.83%
CA Face-to-Face	68.72%	69.12%	69.63%	69.19%	69.89%	70.07%
CA Distance Ed	55.72%	57.64%	56.99%	57.56%	58.35%	59.13%
MPC Total	69.42%	69.70%	69.07%	69.98%	72.94%	75.32%

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Face-to-Face	70.27%	70.28%	69.88%	70.94%	73.76%	76.24%
Distance Ed	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.

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 teach 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 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 Monterey Peninsula College 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.

The Superintendent/President's sole responsibility is to Monterey Peninsula 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. Enrollment history is documented in the Office of Admissions and Records. The Office of Institutional Research and the Office of Admissions and Records 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 enable 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 and lists the courses satisfying General Education requirements for Monterey Peninsula College, the CSU

system, and the Intersegmental General Education Transfer Curriculum. The General Education requirements ensure breadth of knowledge and promote intellectual inquiry. Specifically, the General Education 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. General Education 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 Monterey Peninsula College 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 Monterey Peninsula College 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. Monterey Peninsula College 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 Office

of Admission and Records. 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 in 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 Academic Affairs Office, 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 on-line 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, Monterey Peninsula College 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](#)).

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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 Monterey Peninsula College 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

Student Learning Programs and Services

The college's programs are clearly focused on student learning. Developed, reviewed, and revised by appropriate faculty, MPC's programs and their related courses are grounded in course objectives and/or student learning outcomes and appropriate methods of evaluation. To ensure that these programs are aligned with its purposes, the college's Curriculum Advisory Committee determines whether new programs and courses "support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities," as these are the college's purposes.

To ensure that these programs are aligned with its student population, the college makes use of a rigorous program review process, which takes place every five years. During this process, the program's curriculum is reviewed by appropriate faculty and the Curriculum Advisory Committee. Faculty 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.

To enhance student learning and support the mission of the college, Monterey Peninsula College provides a set of comprehensive student support services 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. These support services also undergo a rigorous program review process every six years to ensure that each service is vibrant and relevant to student need. Support services complete annual program review updates to ensure that each service is involved in continuous improvement. Support services and their relation to student learning are discussed in much more detail in Standard IIB.

Understanding the College's Student Population

The college's student population needs are identified through a variety of means. 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 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

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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].

Monterey Peninsula College also relies on feedback from other institutions and from industry. 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. In terms of the industry connection, 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.

Monterey Peninsula College determines and addresses the needs of its students. The college also engages in assessments of its effectiveness in aligning student learning programs and services with student needs. The college regularly examines student success and retention data, mostly through the program review process. Similarly, the college regularly examines transfer data, job placement rates, as well as other student outcomes. To further ensure that the college is engaged in continuous improvement of the alignment of student learning programs and services with student needs, programs and services complete annual updates of their program reviews.

Monterey Peninsula College's mission statement is integrated into the planning and resource allocation process. More specifically, the mission statement is the core component of the 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]. The institutional goals and component goals are described in greater detail in the introduction to Standard IB. During the resource allocation process, all departmental action plans must reference the three-year institutional goals, which are informed by the mission statement. During the institutional dialogue related to resource allocation and planning decisions, the mission statement implicitly guides decisions, but it is not necessarily explicitly referenced during discussions [IA.4.2].

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.

The Monterey Peninsula College Board of Trustees approved the mission statement at its May 24, 2011 meeting ([Appendix KK](#)) [IA.2.1]. The mission statement had been updated as part of the 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 new mission statement was published in the MPC Catalog (p.6) [IA.2.3], in the MPC website [IA.2.4], and on MPC pocket cards [IA.2.5].

Standard II - Student Learning Programs and Services

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 will adhere to the established course outlines throughout the institution. These course outlines have been reviewed and approved by the college Curriculum Advisory Committee and the Governing Board. The curriculum approval process ensures adherence to guidelines established by Title 5 of the California Code of Regulations, and where applicable, the course outlines have also been approved by the Chancellor's Office of the California Community Colleges. Course outlines include objectives, methods of evaluation and faculty-identified student learning outcomes. Course SLOs 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. Student support and library services are provided in the most appropriate delivery manner and are augmented incrementally as the enrollments increase.

Standard III - 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 and administrative support for online programs will be augmented incrementally as enrollments grow. The district plans to obtain full center status for the Fort Ord Education Center, which will provide additional state funding for operational purposes.

Finally, 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.

Standard IV - Leadership and Governance

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. 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.

APPENDIX A: MPC's Associates in Arts & Science, IGETC & CSU general education program, Certificate of Achievement, and Certificate of Training to be offered through a mode of distance education

Associate in Arts and/or Associates in Science Degrees with MPC General Education:

- Administration of Justice – Law Enforcement
- Administrative Assistant
- Business – Accounting
- Business – Entrepreneurship
- Business – General Business
- Business – International Business
- Business – Office Technology
- Business – Secretarial
- Child Development
- Computer Networking
- Computer Software Applications
- Early Childhood Education
- Family and Consumer Science
- General Studies: Arts and Humanities Emphasis
- General Studies: Communication and Analytical Thinking Emphasis
- General Studies: Intercultural Studies Emphasis
- General Studies: Natural Science Emphasis
- General Studies: Social Science Emphasis
- Human Services
- Real Estate
- Restaurant Management
- Women's Studies

**Associate of Arts and/or Associates in Science Degrees with
Intersegmental General Education Transfer Curriculum (IGETC) and
California State University General Education-Breadth (CSU)
General Education Transfer Requirements:**

(These programs are included because more than 50% of their IGETC or CSU General Education requirements are offered online)

- Anthropology
- Art – Studio
- Art History
- Astronomy
- Biological Sciences
- Business – Business Administration
- Chemistry
- Communication Studies
- Computer Science and Information Systems
- Dance
- Early Childhood Education
- Economics
- Engineering
- English

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- Ethnic Studies
- Geology
- Graphic Arts
- History
- Hospitality Management
- Mathematics
- Music
- Oceanography
- Philosophy
- Photography
- Physical Education
- Physics
- Political Science
- Pre-Dental Hygiene
- Pre-Nursing
- Pre-Occupational Therapy
- Pre-Physical Therapy
- Psychology
- Sociology
- Theatre Arts
- World Languages

Certificates of Achievement:

- Administration of Justice – Corrections
- Administrative Assistant
- Business – Accounting
- Business – Entrepreneurship
- Business – General Business
- Business – International Business
- Business – Office Technology
- Business – Secretarial
- Child Development
- Computer Networking
- Computer Software Applications
- Early Childhood Education
- Human Services
- Real Estate
- Retail Management

Certificates of Training:

- Administrative Assistant – Fast Track: Entry-Level Office Worker
- Business – Office Technology – Fast Track: Entry-Level Office Worker
- Business – Secretarial – Fast Track: Entry-Level Office Worker
- Creative Writing
- English: Great Books
- General Business – Fast Track: General Business
- Web Designer

APPENDIX B: MPC's Associates in Arts & Science, Certificate of Achievement, Certificate of Training, and IGETC & CSU general education program requirements as published in the College Catalog & sample Academic Advising forms

Instructional Programs

A primary objective of Monterey Peninsula College is to extend its services and resources to the community to help meet the community's educational, cultural and recreational interests. Instructional services include day, evening and weekend instructional programs offered on the Monterey campus, at the MPC Education Center at Marina, the Public Safety Training Center in Seaside, and off-campus locations, as well as a varied selection of distance learning courses and courses geared to meeting the needs of older adults.

Degree and Certificate information

Students who expect to graduate from MPC must file a petition for an associate degree or an application for Certificate of Achievement to receive a certificate.

Students attending Monterey Peninsula College are eligible to receive multiple degrees. More specifically, a student may pursue more than one degree simultaneously. The requirements for the majors, along with the general education requirements, must equal a minimum of sixty associate degree-applicable units.

Associate Degree

The California State Board of Education has authorized the Monterey Peninsula College District Governing Board of Trustees to confer the Associate in Arts and Associate in Science degrees. The Associate in Arts degree is awarded in the liberal arts area; the Associate in Science degree is awarded in the science and career technical fields.

The associate degree is awarded upon satisfying the following:

1. Competency requirements
 - a. Reading
 - b. Writing
 - c. Mathematics
 - d. Information competency
2. General Education requirements
3. Major requirements: Each course in the major must be completed with a grade of "C" or better.
4. A minimum of sixty (60) degree-applicable units (courses numbered 1-299 with CSU-GE or designated as UC transferable with IGETC) with a 2.0 ("C") or higher grade point average. Pre-collegiate courses (300-399) do not apply toward the degree. Grades earned in non-degree credit courses are not included in the calculation of the degree-applicable grade point average.
5. Completion of twelve (12) units, with at least six in the major area, at Monterey Peninsula College

Associate in Arts for transfer (AA-T) or Associate in Science for transfer (AS-T)

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer," a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in

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Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does not accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor for more information on university admission and transfer requirements when planning to complete the degree.

At the time of catalog publication, no majors for the AA-T or AS-T have been approved. Majors are under development. For more information, please see a counselor and www.mpc.edu for more information.

Second Associate Degree

The general education and major requirements for the second degree are those listed in the College catalog for the academic year in which the student begins work on the second degree. The student must complete all the units required for the second degree. All general education courses required for the specific degree must be completed.

Certificate of Achievement

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

1. Major requirements
2. Each course in the major must be completed with a grade of "C" or better. Some programs require higher performance levels.
3. At least twelve (12) units applied toward the major requirements must be completed at Monterey Peninsula College

Certificate of Training

Some departments provide a Certificate of Training to students who successfully complete a Fast Track program, a short-term, intensive course sequence designed to prepare students for entry-level employment opportunities. Students who complete a Fast Track program are encouraged to return to Monterey Peninsula College to complete the Certificate of Achievement and associate degree. Students must file an application for Certificate of Training through the department offering the program.

Graduation Requirements

1. Competency Requirements

a. Reading and Writing

- (1) Completion of English 1A with a grade of "C" or better or of a verified equivalent course successfully completed at another college.
- (2) Competency may also be met by achievement of any of the following minimum test scores:

Examination Score

Advanced Placement (AP) 3, 4 or 5

CLEP subject exam in English Composition with essay 50 percentile

NOTE: A college course or Advanced Placement or CLEP scores satisfying this requirement can also be applied to the English Composition Requirement of the General Education Requirements.

b. Mathematics

This requirement can be satisfied in any of the following ways:

- (1) Completion of Math 263 (Intermediate Algebra and Coordinate Geometry) or higher math course, with a grade of “C” or better or equivalent intermediate algebra or higher course from another university or college.
- (2) Credit by examination will be accepted for Math 263.
- (3) Achievement of any of the following minimum scores:

Examination Score

Advanced Placement (AP) Calculus AB or BC 3, 4 or 5

CLEP subject exam in College Algebra, Calculus or Trigonometry 50 percentile

c. Information Competency

This requirement can be satisfied in any of the following ways:

- (1) Completion of LIBR 50 or LIBR 80 with a grade “C” or better.
- (2) Completion of an equivalent course at another college or university.
- (3) Completion of the Information Competency Requirement at another college or university.
- (4) A satisfactory score on the Information Competency proficiency exam (0 units).
- (5) Credit by examination will be accepted for LIBR 50.

2. General Education Requirements

Students can select from one of three general education programs: CSU GE-Breadth, IGETC, or MPC GE.

CSU General Education-Breadth (GE-Breadth) Program

The CSU GE-Breadth Program allows California community college transfer students to fulfill lower division general education requirements for any CSU campus prior to transfer. This general education program can be a good option for students who know they want to transfer to a CSU.

The CSU GE-Breadth program is designed to educate students to: think, write, and speak clearly and logically; reason quantitatively; gain knowledge about the human body and mind; the development and functioning of human society, the physical and biological world, and human cultures and civilizations; and develop an understanding of the principles, methods, and values of human inquiry.

See page 55 for the five components of the CSU GE-Breadth program and the courses that satisfy each component. Use this pattern with transfer preparation majors if you are transferring to a CSU campus.

Intersegmental General Education Transfer Curriculum (IGETC)

The IGETC is a selection of courses that community college students can use to satisfy lower division general education requirements at any CSU or UC campus. The IGETC will probably be most useful for students who want to keep their options open before making a final decision about transferring to a particular UC or CSU campus.

AA Majors with CSU-GE and IGETC

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Anthropology
Art – Studio
Art History
Astronomy
Biological Sciences
Business Administration
Chemistry
Communication Studies
Computer Science & Information Systems
Dance
Economics
Engineering
English
Ethnic Studies
Geology
Graphic Arts
History
Hospitality Management
Mathematics
Music
Oceanography
Philosophy
Photography
Physical Education
Physics
Political Science
Pre-Dental Hygiene
Pre-Nursing
Pre-Occupational Therapy
Pre-Physical Therapy
Psychology
Sociology
Theatre Arts
World Languages



		N	IP	C
(N = Needed; IP = In Progress; C = Completed)				
A	Communication Skills: 6 units A1: English Composition - 3 units English 1A _____ Course from other college _____ Advanced placement _____ CLEP _____	A1		
	A2: Communication & Analytical Thinking - 3 units Business 22, 42, 110; Computer Science & Information Systems 1, 10A; English 2; Marine Science and Technology 10; Mathematics 10, 12, 13, 16, 17, 18, 20A, 262, 263; Personal Development 54; Philosophy 6, 10; Social Science 10; Speech Communication 1, 2, 3, 54 Course from other college _____ Advanced placement _____ CLEP _____	A2		
B	Natural Science: 3 - 4 units (must include lab) Anatomy 1 & 2, 5; Anthropology 2 & 2L; Astronomy 10 & 10L, 21; Biology 10, 13, 21, 22, 25 & 26, 31 & 32; Chemistry 1A, 2, 10 & 10L, 30A; Geology 2 & 2L, 8; Oceanography 2 & 2L; Physics 2A, 3A, 10; Physiology 1 & 2 Course from other college _____ Advanced placement _____ CLEP _____	B		
	Humanities: 3 units American Sign Language 1A, 1B, 2A, 2B; Art 1, 2, 3, 4, 6, 7, 8, 9, 22, 24, 28A, 37, 51, 63A, 70A, 84A, 88A; Communication Studies 5; English 1B, 5, 10, 11, 16, 17, 18, 22, 24, 38, 40, 42, 43, 44, 45, 46, 47, 49; Ethnic Studies 5, 45; Gentrain 1 - 23; Humanities 1, 4, 10, 30, 40; Linguistics 10, 15, 20, 25, 30, 45; Music 1, 2, 3, 4, 10A, 10B, 14A; Philosophy 2, 4, 5, 8, 12, 13, 40, 54; Photography 1A, 10, 22; Speech Communication 4; Theatre Arts 1, 4, 5, 7A, 11, 15A, 53; Women's Studies 1, 4, 11, 25, 40, 54; World Civilization 4A, 4B, 20; World Language All 1A, 1B, 2A, 2B, 5, 35A, 35B, 50, 225A, 225B Course from other college _____ Advanced placement _____ CLEP _____	C		
D	Social Science: 3 units Anthropology 2, 4, 6, 11, 20, 21, 30, 31; Biology 38; Child Development 1; Economics 1, 2, 4; Ethnic Studies 10, 11, 16, 18, 20, 21, 24, 25, 30, 31, 32, 33, 34, 40; Gentrain 1 - 23; Geography 2, 4, 5; History 2, 4, 5, 7, 8, 11, 12, 13, 15, 17, 18, 20, 24, 25, 36, 40, 47, 48, 50; Linguistics 15, 25, 30, 45; Political Science 1, 2, 3, 4, 5, 8, 10, 16, 18; Psychology 1, 3, 6, 25, 33, 35, 38, 40, 50; Social Science 50; Sociology 1, 2, 3, 40; Speech Communication 4; Women's Studies 2, 6, 10, 12, 13, 25, 30, 31, 32, 33, 34; World Civilization 4A, 4B, 20 Course from other college _____ Advanced placement _____ CLEP _____	D		
	Life-Long Learning and Self-Development: 3 units E1: Wellness Adapted Physical Education 8, 9, 13, 14, 15, 16; Biology 30, 31; Dance 1 - 19, 21, 53; Family and Consumer Science 56; Health 4, 7; Linguistics 25; Nautical Science 5, 51, 55; Nutrition and Food 1; Physical Education 1A - 19, 21, 29, 33; Physical Fitness 8 - 51; Psychology 25, 50; Women's Studies 7, 25	E1		
E	E2: Introduction to Careers Administration of Justice 2; Art 28A, 30A, 35, 36A, 57A, 58A; Automotive Technology 100; Aviation 102; Business 1A, 20, 44, 62, 80, 120A; Business Skills Center 100A, 104A, 108, 110A, 117A, 119A Computer Science & Information Systems 50 & 50L; Dance 20, 22; Dental Assisting 100; Drafting 70, 72A; Education 1; Emergency Medical Services 170; Fashion 50; Fire 100; Hospitality 51; Human Services 50; Library Services 60; Marine Science and Technology 31; Medical Assisting 100; Music 20, 44, 48A, 50A, 55A; Nautical Science 50; Ornamental Horticulture 51, 52; Personal Development 50, 51, 71, 72; Physical Education 40, 50; Real Estate 50; Theatre Arts 21A Course from other college _____ Advanced placement _____ CLEP _____	E2		
	INTERCULTURAL STUDIES: 3 units Anthropology 11; Business 38; English 40; Ethnic Studies 10; History 12; Humanities 30; Speech Communication 4; Theatre Arts 4; Women's Studies 12 Course from other college _____ Advanced placement _____ CLEP _____	F		

Student Name _____ SID _____ / _____ / _____

Counselor Signature _____ Date _____

Monterey Peninsula College Substantive Change Proposal - October, 2012

**Monterey Peninsula College
GENERAL EDUCATION
REQUIREMENTS
California State University**

A minimum of 48 semester units in General Education are required for a degree: 9 semester units must be at the upper division level. This pattern is designed to satisfy the 39 units of lower division general education requirement to any of the CSU campuses. A course may be listed in more than one area, but can be used to satisfy the requirement in only one area.

2011-12

(N = Needed; IP = In Progress; C = Completed)

		N	IP	C
A	Communication and Critical Thinking: 9 units Choose one course from A1, A2 and A3	A1		
	A1 Oral Communication Personal Development 54; Speech Communication 1, 2, 3, 54 Course from other college _____ Advanced placement _____			
	A2 Written Communication English 1A Course from other college _____ Advanced placement _____	A2		
	A3 Critical Thinking English 2; Philosophy 6, 10; Social Science 10 Course from other college _____ Advanced placement _____	A3		
B	Physical Universe and Its Life Forms: 9 units Choose one course from B1, B2 and B4. At least one course from B1 or B2 should be a laboratory course listed in B3.	B1		
	B1 Physical Universe Astronomy 10 & 10L, 21; Chemistry 1A, 1B, 2, 10 & 10L, 12A, 12B, 30A, 30B; Geology 2 & 2L, 8; Marine Science and Technology 70; Oceanography 2; Physics 2A, 3A, 3B, 3C, 10 Course from other college _____ Advanced placement _____			
	B2 Life Forms Anatomy 1, 2, 5; Anthropology 2 & 2L; Biology 10, 13, 21, 22, 25, 30, 31, 36, 38; Physiology 1, 2; Psychology 38 Course from other college _____ Advanced placement _____	B2		
	B3 Laboratory Activity Anatomy 2, 5; Anthropology 2 & 2L; Astronomy 10 & 10L, 21; Biology 10, 13, 21, 22, 32; Chemistry 1A, 1B, 2, 10 & 10L, 12A, 12B, 30A, 30B; Geology 2 & 2L, 8; Oceanography 2L; Physics 2A, 3A, 3B, 3C, 10; Physiology 2 Course from other college _____ Advanced placement _____	B3		
	B4 Mathematical Concepts, Quantitative Reasoning and Applications Mathematics 10, 13, 16, 17, 18, 20A, 20B, 20C, 31, 32, 40 Course from other college _____ Advanced placement _____	B4		
C	Arts, Literature, Philosophy and World Language: 9 units Choose three units from C1; three units from C2; and three units from C1 or C2.	C1		
	C1 Art, Dance, Drama, Music, Photography Art 1, 2, 3, 4, 6, 7, 8, 9, 51; Ethnic Studies 5; Gentrain 1-15 (6 unit limit in combination with World Civilization); Humanities 4; Music 1, 2, 3, 10A, 10B; Photography 1A, 10, 22; Theatre Arts 1, 4, 5, 11, 53; Women's Studies 4; World Civilization 4A (6 unit limit in combination with Gentrain) Course from other college _____ Advanced placement _____			
	C2 Literature, Humanities, Philosophy, World Language American Sign Language 1A, 1B, 2A, 2B; Arabic 1A, 1B; Chinese 1A; Communication Studies 5; English 1B, 5, 10, 11, 16, 17, 18, 22, 24, 38, 40, 42, 43, 44, 45, 46, 47, 49; Ethnic Studies 24, 25, 40; French 1A, 1B, 2A, 2B; Gentrain 1-23 (6 unit limit in combination with World Civilization); German 1A, 1B, 2A, 2B; History 7, 8, 24, 25, 40, 47; Humanities 1, 4, 10, 30, 40; Italian 1A, 1B; Japanese 1A, 1B; Linguistics 10, 15, 25, 30; Philosophy 2, 4, 5, 8, 12, 13, 40, 54; Russian 1A, 1B; Spanish 1A, 1B, 2A, 2B, 5, 35A, 35B Women's Studies 1, 4, 11, 25, 40, 54; World Civilization 4A, 20 (6 unit limit in combination with Gentrain) Course from other college _____ Advanced placement _____	C2		
		C1 or C2		
D	Social, Political and Economic Institutions: 9 units Choose one course from Historical Setting; one course from Political Institutions; and one course from Social, Economic Institutions.	D Hist.		
	Historical Setting Ethnic Studies 11; History 11, 12, 17, 18; Women's Studies 12 Course from other college _____ Advanced placement _____			
	Political Institutions Ethnic Studies 16, 18; Political Science 1, 10, 16, 18; Women's Studies 10 Course from other college _____ Advanced placement _____	D Pol.		
	Social, Economic Institutions Anthropology 2, 4, 6, 11, 20, 21, 30, 31; Biology 36, 38; Child Development 1; Economics 1, 2, 4; Ethnic Studies 10, 20, 21, 24, 25, 30, 31, 32, 33, 34, 40; Gentrain 1-23 (6 unit limit in combination with World Civilization); Geography 2, 4, 5; History 2, 4, 5, 7, 8, 13, 15, 20, 24, 25, 36, 40, 47, 48, 50; Linguistics 15, 25, 30; Political Science 2, 3, 4, 5, 8; Psychology 1, 3, 6, 25, 38, 40, 50; Social Science 50; Sociology 1, 2, 3, 40; Speech Communication 4; Women's Studies 2, 6, 13, 25, 30, 31, 32, 33, 34; World Civilization 4A, 20 (6 unit limit in combination with Gentrain)	D Soc/ Econ		

Monterey Peninsula College Substantive Change Proposal - October, 2012

Course from other college _____ Advanced placement _____			
E Lifelong Understanding and Self-Development: 3 units Biology 31, 38; Business 22; Child Development 1; Family and Consumer Science 56; Health 4, 7; Humanities 10; Nutrition and Food 1; Personal Development 50, 51; Philosophy 4; Physical Fitness 51*; Psychology 1, 6, 25, 38, 40, 50, 57; Sociology 1, 40; Women's Studies 6, 7 *Accepted only if 1 unit in PFIT 10, 18A, 21 or 22A is also completed	E		
Course from other college _____ Advanced placement _____			

Student Name _____

SID# _____ / _____ / _____

Counselor Signature _____

Date _____

2011 CSU-GE



**Monterey Peninsula College
Intersegmental General
Education Transfer
Curriculum (IGETC)
2011-12**

Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or the University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. The course requirements for all areas must be completed before IGETC can be certified. All courses must be completed with grades of 'C' or better. **A grade of 'C-' is not acceptable.**

(N = Needed; IP = In Progress; C = Completed)

		N	IP	C
1	AREA 1 - ENGLISH COMMUNICATION CSU - 3 courses required, one from each group below. UC - 2 courses required one from Group A and one from Group B.			
	Group A: English Composition •1 course, 3 semester units English 1A Course from other college _____ Advanced placement _____			
	Group B: Critical Thinking -English Composition •1 course, 3 semester units English 2 Course from other college _____ Advanced placement _____			
	Group C: Oral Communication (CSU requirement only) •1 course, 3 semester units Speech Communication 1, 2 Course from other college _____ Advanced placement _____			
2	AREA 2 - MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING • 1 course, 3 semester units Math 10, 13, 16, 17, 18, 20A, 20B, 20C, 31, 32, 40 Course from other college _____ Advanced placement _____			
3	AREA 3 - ARTS and HUMANITIES At least 3 courses, with at least one course from the Arts and one course from the Humanities • 3 courses, 9 semester units			
	Art courses : Art 1, 2, 3, 4, 6, 7, 8, 9; Ethnic Studies 5; Humanities 4; Music 1, 2, 3, 10A, 10B; Photography 22; Theatre Arts 1, 5, 53; Women's Studies 4 Course from other college _____ Advanced placement _____			
	Humanities courses: Art 4; English 1B, 5, 10, 11, 17, 18, 22, 24, 38, 40, 42, 43, 44, 45, 46, 47, 49; Ethnic Studies 11, 24, 25, 40; French 2A, 2B; German 21, 22, 23; German 2A, 2B; History 2, 4, 5, 7, 8, 11, 12, 13, 15, 17, 18, 24, 26, 36, 40, 47, 48; Humanities 1, 4, 10, 30, 40; Japanese 2A; Linguistics 10, 15, 25, 30; Philosophy 2, 4, 5, 8, 12, 13, 40; Spanish 2A, 2B; Theatre Arts 4; Women's Studies 1, 4, 11, 12, 13, 40; World Civilization 20 Course from other college _____ Advanced placement _____			
4	AREA 4 - SOCIAL and BEHAVIORAL SCIENCES At least 3 courses from at least 2 disciplines or an interdisciplinary sequence • 3 courses, 9 semester units Anthropology 2, 4, 6, 20, 21, 30, 31; Biology 38; Child Development 1; Economics 1, 2, 4; Ethnic Studies 5, 10, 11, 16, 18, 20, 21, 30, 31, 32, 33, 34, 40; Geography 2, 4, 5; History 2, 4, 5, 7, 8, 11, 12, 13, 15, 17, 18, 20, 36, 40, 47, 48; Linguistics 15, 25, 30; Political Science 1, 2, 3, 4, 5, 8, 10, 16, 18; Psychology 1, 3, 6, 25, 35, 38, 40; Sociology 1, 2, 3, 40; Speech Communication 4; Women's Studies 6, 10, 12, 13, 30, 31, 32, 33, 34 Course from other college _____ Advanced placement _____			
5	AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES At least 2 courses, one Physical Science course and one Biological Science course; at least one must include a laboratory (indicated by 'L' in parentheses) • 2 courses, 7 semester units			
	Physical Science Courses: Astronomy 10 & 10L; Chemistry 1A(L), 1B(L), 2(L), 10 & 10L, 12A(L), 12B(L); Geology 2 & 2L, 8; Oceanography 2 & 2L; Physics 2A(L), 3A(L), 3B(L), 3C(L), 10(L) Course from other college _____ Advanced placement _____			
	Biological Science Courses: Anatomy 5(L); Anthropology 2 & 2L; Biology 10(L), 13(L), 21(L), 22(L), 30, 31, 32(L)*, 36, 38; Physiology 1, 2(L); Psychology 38 *Biology 31 must be completed prior to or concurrently with Biology 32 in order for it to satisfy the laboratory requirement. Course from other college _____ Advanced placement _____			
6	LANGUAGES OTHER THAN ENGLISH (UC requirement only) Proficiency equivalent to two years of high school study in same language Any 1A, 1B World Language course; American Sign Language 1A, 1B, 2A, 2B; Spanish 35A, 35B Completed at high school _____ Course from other college _____ Advanced placement _____			
CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION and AMERICAN IDEALS (Not part of IGETC; may be completed prior to transfer) 6 units, one course from Group 1 and one course from Group 2				

Monterey Peninsula College Substantive Change Proposal - October, 2012

1. Ethnic Studies 16, 18; Political Science 1, 10, 16, 18 Women's Studies 10 2. Ethnic Studies 11; History 11, 12, 17, 18; Women's Studies 12 <i>NOTE:</i> courses used to meet this requirement may not be used to satisfy requirements for IGETC. Completed _____			
---	--	--	--

IGETC COMPLETED: California State University Yes University of California Yes
California State University Graduation Requirement in U.S. History/Government Yes

Student Name _____

SID # _____ / _____ / _____

Counselor Signature _____

Date _____

2011 IGETC

Monterey Peninsula College Substantive Change Proposal - October, 2012

APPENDIX C: MPC's 2012 Profile Enrollment Demographics Trends

PDF file attached separately.

Also available online at:

MONTEREY PENINSULA COLLEGE

Monterey Peninsula College

Enrollment & Demographic Trends

2012

Office of Institutional Research

Office of Institutional Research

APPENDIX D: 2011 – 2014 Institutional Goals

PDF attached separately.

Also available online at:

<http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/Institutional%20Goals%20and%20Mission%20Statement/Institutional%20Goals%20and%20Objectives%202011-2014-Board%20Approved%20May%202011.pdf>

APPENDIX E: David and Lucile Packard Grant Request 1999-2000

**MONTEREY PENINSULA COLLEGE
REQUEST TO THE
DAVID AND LUCILE PACKARD FOUNDATION
FOR COLLABORATIVE TRAINING FOR ONLINE COURSE DEVELOPMENT**

A major challenge facing Monterey Peninsula College (MPC), following the closure of Fort Ord, is the need to replace lost full-time equivalent students (FTES) through new enrollments. Increasing enrollments at MPC is essential to the fiscal stability of the college and its ability to meet the FTES growth target required for maximum funding. Key to a successful replacement and growth strategy is the development of a high quality distance learning program which could be delivered through the Internet. Such a program would provide greater accessibility and flexibility to a wide range of students who are stretched by competing demands of work, family, and academic life and who are desirous of “just-in-time” educational opportunity.

While numerous colleges in the country and in California have been delivering their curriculum through the Internet, only a few courses have been developed for Internet delivery at MPC. In MPC’s Technology Plan, several academic divisions state their interest in developing online courses. The Plan expresses a goal for the college to implement well-designed and engaging courses, utilizing both synchronous and asynchronous strategies, that can be distributed from a distance and accessed by a wide range of students.

It has become apparent that the Internet is rapidly becoming an essential tool not only in the workplace but in institutions of higher learning through the integration of online courses with traditional offerings. In order to remain a competitive provider of higher educational opportunity and to attract new enrollments needed for funding maximization, MPC must utilize the Internet as one of its primary modes of delivery.

Proposed Project

In order to enable our institution to move forward with implementation of a distance learning program, MPC faculty need focused on-site workshops designed to foster creative development of online courses using both a “team” and “train the trainer” approach. Many MPC faculty members have a considerable amount of teaching experience, computer experience, and great enthusiasm for expanding current concepts of how we teach and learn and how curriculum might be delivered.

It is proposed that a consultant, experienced in designing online courses, work with a group of eight (8) MPC faculty, three days in the Fall, 1999 and two days in the Spring, 2000. Between consultant visits, our faculty would design online courses in their own areas and during the spring visit, review the results of their work with the consultant. The following year, in Fall, 2000 and Spring, 2001, these same faculty would offer the specially designed courses. They would also serve as mentors to other faculty in their disciplines and lead them through the process of online course development.

By 2001-2002, the college's goal would be to offer a minimum of twenty online courses, generating over half the FTES needed to meet the growth target which has been specified annually for MPC by the California Community Colleges Chancellor's Office. By 2002-2003, the goal would be to offer forty sections of high quality online courses enabling MPC to fully reach the growth targets and provide access to hundreds of new students.

Two community colleges in our region, Cabrillo College and Hartnell College, have also expressed the need for faculty training in online course development. To share the consultant's experience, Monterey Peninsula College would invite two faculty from each of these colleges. They would participate in the Fall and Spring workshops and develop online courses for delivery the following year through their own institutions.

Faculty from all three institutions would meet periodically, share insights and discuss course development. Not only would a number of Internet courses be created, increasing student access at each of these institutions, but from these collaborative efforts, new professional alliances would be formed. Also, dialogue regarding any number of related instructional methods and strategies, learning theories and assessment of learning outcomes would be conducted. The academic programs and the students served at all three institutions would benefit from this endeavor.

Workshop activities conducted by the consultant would include learning about products such as Front Page 98 and WebCT, reviewing existing online courses, and sharing Internet sites about teaching and learning. Participants would learn valuable information about the kinds of instructional and technical support needed to efficiently adapt current courses to an online format. Knowledge would be gained regarding the conversion of traditional lecture classes to online classes so that academically rigorous and pedagogically sound interactive online courses could be designed.

Further, the faculty team would be led to consider how online courses compare with classroom instruction and to identify major elements in their traditional courses. For example, for each course, faculty need to examine:

- the number of contact hours,
- the kinds of homework activities assigned,
- the student objectives and course content, and
- what means are currently used to convey information and facilitate skill development required for successful course completion.

Consideration should be given to what a student should know, how an instructor wants students to apply the knowledge and skills, and how the student will use the knowledge and skills gained at course conclusion. Once relevant elements of the courses have been identified, the team would be trained to convert the elements to distance learning media. Some online courses may, in fact, use a combination of methods including video, electronic and live field trips, fax, e-mail, voice mail, the US Postal Service, and face-to-face interaction.

At the conclusion of both workshops, instructors would be qualified to develop their courses using software with which they are comfortable, request feedback from colleagues, student

groups and others, and make final arrangements to schedule the courses. They would be in a position to train other faculty to develop online courses for implementation at their institutions.

Finally, the consultant would be asked to develop, with input from faculty participants, a procedural handbook clearly outlining the required steps for adapting courses for online delivery. Copies of the handbook would be distributed to all faculty participants in order to enrich their mentoring efforts.

In addition, this training experience, including the handbook, would be shared with the Higher Education Learning Partners (HELP). HELP is a task-oriented regional consortium of colleges including California State University, Monterey Bay (CSUMB) and the five regional community colleges: Monterey Peninsula College, Cabrillo College, Hartnell College, Gavilan College, and Evergreen Valley College. The annual goals of HELP focus on sharing resources, faculty and students, technology and staff development opportunity, creating smooth pathways for transfer students, and ultimately strengthening each of the partner institutions. In light of the goals established, each success experienced by the colleges involved is considered for replication. Since all of the HELP institutions are keenly interested in developing online distributed learning programs, the results of the efforts funded through this grant would be shared with all partner institutions and would not be limited to those colleges directly involved, MPC, Cabrillo, and Hartnell.

In order to ensure the success of online course delivery at Monterey Peninsula College, the administration has made a commitment to provide a reliable infrastructure and the technical support needed for offering Internet courses. Once we have a number of courses in place, we will be able to offer them and increase their number on a continual basis. Cabrillo College and Hartnell College administration have made the same commitment and have already taken steps to enable online delivery.

This project would enable Monterey Peninsula College, Cabrillo College, and Hartnell College to expand their offerings and reach a greater number of students not currently served due to problems of scheduling and logistics. An online opportunity would enable these 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. Finally, this project would enable Monterey Peninsula College to increase its enrollment and reach designated growth targets needed for revenue maximization required to maintain its high quality programs and services.

BUDGET

Consultant fee for three-day fall workshop	\$ 3,000
Transportation, food, and related costs	\$ 1,150
Consultant fee for two-day spring workshop	\$ 2,000
Transportation, food, and related costs	\$ 1,000
Faculty stipends for MPC course development	

Monterey Peninsula College Substantive Change Proposal - October, 2012

@\$2,000 per faculty (8 faculty)	\$16,000
Faculty stipends for Cabrillo course development @\$2,000 per faculty (2 faculty)	\$ 4,000
Faculty stipends for Hartnell course development @\$2,000 per faculty (2 faculty)	\$ 4,000
Software needed for course development	<u>\$ 2,500</u>
TOTAL	<u>\$33,300</u>

FACULTY RECEIVING TECHNOLOGY TRAINING 1999-2001

LAST NAME	FIRST NAME	DEPT.	HP GRANT	WEBCT	OUTCOME
Anthony	Debbie	Transfer Center	X		This instructor has committed to develop an on-line course in the near future.
Bishop	Mark	Chemistry		X	This instructor uses Internet resources extensively in his Chemistry classes. He is working on developing an on-line course.
Bryant	Judy	Women's Studies/ English Center	X		This instructor has committed to develop an on-line course in the near future.
Chatwin	Marshal	Student Services	X	X	This instructor is currently teaching an on-line course in "Coping With Difficult People."
Costilow	Cecil	English Center	X		This instructor has committed to develop an on-line course in the near future.

Monterey Peninsula College Substantive Change Proposal - October, 2012

Davis	Jacqi	Student Services	X	X	This counselor is currently teaching two Internet courses: <u>Career Planning Throughout the Lifespan</u> and <u>Taking Charge of Your Job Search</u> .
Iwamoto	Lyn	Math	X		This instructor has committed to develop an on-line course in the near future.
Jacobsen	Cheryl	Nursing	X		This instructor has committed to develop an on-line course in the near future.
James	Allston	Humanities		X	
Jepson	Gary	Social Science		X	
Johnson	Johnny	International Student Programs	X		This instructor has committed to develop an on-line course in the near future.

Monterey Peninsula College Substantive Change Proposal - October, 2012

Lizano	Sonia	Humanities		X	
Lockwood	Wanda	Humanities	X	X	This instructor has committed to develop an on-line course in the near future.
Mollet	Anne	ESL	X		This instructor has committed to develop an on-line course in the near future.
Nguyen	Tuyen	Math	X		This instructor has committed to develop an on-line course in the near future.
Partch	Penny	ESL	X		This instructor has committed to develop an on-line course in the near future.
Perchaud	Sonia	Humanities		X	

Monterey Peninsula College Substantive Change Proposal - October, 2012

Rinehart	Ron	Chemistry		X	
Sare	Dawn	Physical Education	X	X	This instructor has developed a Physical Education course on-line which was offered in the Fall and Spring semesters.
Schonwalder	Helmut	IS Support		X	
Schulte	Deb	Nursing	X		This instructor has committed to develop an on-line course in the near future.
Smith	Randy	Business Skills Center	X		This instructor has developed a Computer Science and Information System course for on-line delivery. The course has been offered for the last two semesters.
Sullivan	Deidre	Marine Science and Technology	X		This instructor has committed to develop an on-line course in the near future.

Monterey Peninsula College Substantive Change Proposal - October, 2012

Timm	Judee	Business		X	This instructor uses the Internet in many of her courses. She is currently working on a statewide project that will include reviewing and developing business curriculum throughout the state.
Yamada	David	Social Science		X	

APPENDIX F: MPC Business Advisory Committee Recommendation



980 Fremont Street, Monterey, California 93940-4799 • 831/646-4000 • FAX 831/655-2627

Dr. Kirk Avery, Superintendent/President

October 24, 2003

RE: RECOMMENDATION TO OFFER ONLINE BUSINESS COURSES

Recognizing the increasing need in our community to continually update the skills and knowledge of business employees, it is imperative that educational opportunities are delivered to meet the flexible time schedules of this audience. Online courses provide additional opportunities for students to access instruction and training to meet their educational goals and enhance workplace skills. Therefore, it is recommended that Monterey Peninsula College support the initiation and delivery of online business courses to meet this important community need.

Paul Cardinale
Judy Lopez
Byron
Steve Hollenhorst
Craig Roberts
Paul Smith
Indray Boekering
[Signature]

BUSINESS ADVISORY COMMITTEE

[Signature]
[Signature]
Eric Swanson

Governing Board: Jim Tunney, Chair • Jane Parker, Vice Chair • Robert Intelle • Radhika M. Dignenowich • Jim Philpot • Ron Hock, Student Trustee

Alternative Action / Equal Opportunity Employer

APPENDIX G: 2010-2011 Distance Education Learning Report for Online and Living courses
Monterey Peninsula Community College District
Governing Board Agenda

January 24, 2012

New Business
Affairs

Academic

College Area

Proposal:

That the Governing Board accept the 2010-2011 Distance Learning Report for Online and Living Room courses.

Background:

Districts are required to report annually on the status of distance education in their districts to their local Board of Trustees and to the System Office of the California Community Colleges. In general, MPC data have paralleled state figures based on CCCCO data mart figures. NOTE: The CCCCO data mart calculates MPC data slightly differently than at MPC; however, the pattern of trends is accurately reflected. Distance learning data are separated into Online classes and Living Room classes, and then combined for the total.

Growth of Distance Education at MPC

The FTES figures for distance education show a steady growth in online instruction and decrease in Living Room delivery reflecting the efforts of phasing out this method of instruction on our campus.

Year	FTES/MPC %FTES/MPC/DL	FTES/MPC/Online	FTES/MPC/LR	FTES/MPC/DL	
2001-02	7799.73	0	251.94	251.94	3.20%
2002-03	8080.12	17.44	237.41	254.85	3.20%
2003-04	7920.79	27.37	237.59	264.95	3.50%
2004-05	7225.69	52.83	208.43	261.26	3.60%
2005-06	6713.25	103.48	177.89	281.37	4.20%
2006-07	7651.58	184.69	159.19	343.89	4.50%
2007-08	8096.78	222.88	148.71	371.59	4.60%
2008-09	7915.16	255.89	144.06	399.95	5.05%
2009-10	7438.68	337.00	115.00	452.00	6.08%
2010-11	6836.19	447.60	56.91	504.51	7.38%

Student Success

Student success figures for online courses remain consistently higher than the state average for each year as shown below. (Numerator: Number of enrollments with grade of A,B,C,CR and, Denominator: Number of enrollments of A,B,C,D,F,CR, NC,W,I)

Year	Success/MPC	Success/MPC/Online	Success/MPC/LR	Success/MPC/DL	Success/Cal/DL
2001-02	76.05%	N/A	58.87%	58.87%	55.15%
2002-03	75.72%	62.86%	55.70%	56.47%	56.69%
2003-04	75.01%	67.53%	54.82%	57.08%	56.17%
2004-05	73.77%	54.35%	58.92%	57.58%	56.72%
2005-06	74.78%	57.55%	57.42%	57.47%	55.95%
2006-07	72.93%	54.47%	59.66%	56.96%	N/A
2007-08	73.57%	59.67%	64.51%	62.09%	58.47%
2008-09	71.54%	51.23%	64.51%	61.23%	58.86%
2009-10	70.35%	62.20%	61.49%	62.04%	59.98%
2010-11	73.11%	61.35%	60.51%	61.76%	59.64%

Student Retention

Student retention for MPC Online courses increased slightly from 2009-2010. Retention figures for Online and Living Room courses are somewhat lower than state averages for each year as shown below. (Numerator: Number of enrollments with grade of A,B,C,D,F,CR,NC,I and, Denominator: Number of enrollments of A,B,C,D,F,CR, NC,W,I).

Year	Retention/MPC	Retention/MPC/Online	Retention/MPC/LR	Retention/MPC/DL	Retention/Cal/DL
2001-02	84.07%	N/A	69.52%	69.52%	74.23%
2002-03	83.28%	73.59%	66.49%	67.26%	76.59%
2003-04	83.33%	77.32%	69.00%	68.50%	76.50%
2004-05	82.58%	62.53%	71.59%	68.92%	77.21%
2005-06	85.34%	73.04%	71.66%	72.20%	77.39%
2006-07	82.48%	70.29%	71.80%	71.02%	N/A
2007-08	82.32%	70.87%	77.43%	74.15%	78.14%
2008-09	81.61%	69.69%	73.96%	71.30%	79.08%
2009-10	80.69%	73.68%	73.80%	73.49%	79.02%
2010-11	83.07%	73.95%	76.29%	74.16%	78.81%

Moodle

The Moodle (online course management system) partnership with California State University Monterey Bay and Gavilan College continues to be strong, and other colleges collaborate with our group both for support issues and the timing of software upgrades. In August 2011 Moodle was upgraded to version 1.9.12.

Closed-Captioning

State funding is available for closed captioning. We are currently in the process of updating course videos and demonstrations with captioning using these resources.

Response to Accreditation Recommendation #4

The Institutional Committee on Distance Education completed the follow-up report to the Accrediting Commission's recommendation on distance education which was sent in October 2011. During the fall 2011 semester, the Committee was co-chaired by Martin L. Johnson and Dr. Judee Timm. Dr. Timm remains as the faculty coordinator for distance education. The Commission's feedback to the follow-up report is expected early in 2012.

Budgetary Implications: none

RESOLUTION: BE IT RESOLVED, that the Governing Board accept the 2010-2011 Distance Learning Report for Online and Living Room courses

Recommended By: _____
Martin Johnson, Vice-President for Academic Affairs

Prepared By: _____
Dr. Judee A. Timm, Coordinator, Distance Education and Instructor,
Business

Agenda Approval: _____
Dr. Douglas Garrison, Superintendent/President

APPENDIX H: 2012-2017 Education Master Plan

PDF attached separately.

Also available online at:



EDUCATION MASTER PLAN
2012-2017

APPENDIX I: ACCJC Reaffirmation Letter 6/30/11

PDF attached separately.

Also available online at:

<http://www.mpc.edu/information/accreditation/Accreditation%20Documents/Accreditation%20Reaffirm%20Letter%206.30.10.pdf>

APPENDIX J: MPC Institutional Follow-up Report Recommendation #4 - Distance Education Evidence List

All documents below are PDFs attached separately.

Each document is also available online at:

<http://www.mpc.edu/information/accreditation/Distance%20Education%20Evidence%20Documents/Forms/AllItems.aspx>

Evidence List

1. Memo to Dr. D. Garrison - Accreditation Recommendation #4 – Distance Education and Follow-up Report
2. College Council Minutes, September 7, 2010; Approval to Proceed in Forming the Institutional Committee on Distance Education
3. College Council Minutes, September 21, 2010; Approval to Proceed with Accreditation Follow-up Plan
4. Institutional Committee on Distance Education Minutes, September 17, 2010
5. Institutional Committee on Distance Education Minutes, October 1, 2010
6. Institutional Committee on Distance Education Minutes, October 8, 2010
7. Institutional Committee on Distance Education Minutes, October 15, 2010
8. Institutional Committee on Distance Education Minutes, October 22, 2010
9. Academic Affairs Advisory Group Meeting Minutes:
 - a. November 10, 2010
 - b. May 25, 2011
 - c. August 31, 2011
10. Administrative Services Advisory Group Meeting Minutes:
 - a. November 9, 2010
 - b. May 31, 2011
11. Student Services Advisory Group Meeting Minutes:
 - a. December 9, 2010
 - b. May 26, 2011
12. Academic Senate Meeting Minutes:
 - a. November 18, 2010
 - b. December 2, 2010
 - c. May 19, 2011
 - d. September 8, 2011
13. College Council Meeting Minutes:
 - a. November 16, 2010
 - b. December 16, 2010
14. Proposed Distance Education Cost Center and 2011/12 Proposed Budget
15. College Council Meeting Minutes:
 - a. April 19, 2011
 - b. May 3, 2011
 - c. May 31, 2011

d. September 6, 2011

16. Institutional Committee on Distance Education Minutes, April 29, 2011
17. Preliminary Outline of Follow-up Report
18. Institutional Committee on Distance Education Website
19. Response to ACCJC Recommendation #4 – Distance Education
21. Sample Email Message and Access Code Sent to Online Students for Faculty Evaluation
22. Comparison of Student Response Rates Using MPC Email Distribution vs. Personal Email Distribution
23. Revised Online Course Approval Form
24. Revised Online Course Approval Process
25. eQuality Workshop Materials
26. Online Tips and Tricks Workshop Handout 8
27. Workshop Attendance Sheets:
 - a. February 25, 2011
 - b. March 18, 2011
 - c. April 15, 2011
 - d. May 19, 2011
28. MPC Online Website Status Report
29. MPC Online Student Resource Portal and Login Page
30. Readiness Assessment for Online Learners on iLearn Website
31. Student Financial Aid Portal
32. Career Services Website
33. Student Financial Services Website
34. MPC College Website – Academic and Student Services Links
35. Attachment A: Reporting Alignment of Distance Education Staff and the ICDE in the Shared Governance Process
36. Revised Faculty Handbook for Online Instruction
37. Sample Moodle QuickStart Modules:
 - a. Submitting Assignments
 - b. Navigating Modules
38. ICDE Questions Regarding Negotiable Items for Online Instruction
39. MPC Foundation Grant Funding Proposal for Distance Education
42. ICDE Committee Survey of Negotiable Items for Online Instruction
43. Board Meeting Minutes:
 - a. December 14, 2010
 - b. September 27, 2011
45. MPC Online Newsletter
 - a. August 2011
 - b. September 2011
46. CurricUNET Distance Education Course Approval

APPENDIX K: Curriculum Advisory Committee Distance Education Mission Statement – May, 2007

Distance Education Mission Statement – Approved at CAC on May 16, 2007

The primary mission of MPC is to provide relevant educational experiences at the right place and time considering diverse personal and learning needs of our students. Given the advancements in the use of technology, interactive distance education provides a viable alternative and opportunity for many to reach their educational objectives. To maintain the integrity and viability of educational programs and courses offered through distance education, it is imperative that our college be vigilant in providing the following:

1. Incentives that encourage the development of quality distance classes, e.g. stipends, grants, reassigned time, reduced class size, load reduction, professional development, etc.
2. Support by a well-qualified technical team.
3. Classes and programs that meet the needs of distance students, utilizing the expertise of faculty and the unique resources and opportunities of the MPC District.
4. Market needs analyses to identify and direct the development and marketing of distance classes and programs.
5. Distance access to appropriate services for students.
6. Programs that offer distance students the opportunity to complete all program course requirements in this format. This may include programs leading to certificates and/or associate degrees. Faculty are encouraged to package individual distance courses to offer opportunities for successful program completion.
7. Approval for interactive distance courses based on the content and quality of the course offering and the ability of the course in meeting the needs of the college and students. Faculty are encouraged to submit distance course proposals to the CAC after consulting with their departments and divisions.
8. Recognition that distance courses be treated as any other on-campus courses.
9. Commitment to shared governance in the administration of Distance Education. Distance Education matters will be discussed collaboratively among Administration and Faculty to reach consensus.

APPENDIX L: Academic Senate & MPCTA Committee Distance Education Recommendations – 2007

Distance Education.

At the beginning of the Fall 2007 semester, we created a joint Academic Senate – MPCTA committee on Distance Ed.

The following are their recommendations. The membership was: Gail Fail, Stephanie Tetter, Mark Bishop, Susan Steele.

The following are recommendations. Gail doesn't really expect anything to happen until we get the dean on line (so to speak) next academic year.

I suggest we table these recommendations until next academic year when we can consider them and decide what to do next.

Here are their recommendations:

1. Appropriate compensation for designing an on-line class.

Except when a teacher uses a canned class, we recommend a stipend, with 50% paid up front and 50% paid after the class makes. The amount of the stipend would be negotiable, but other colleges do this, in the range of between \$2,500 and \$6,000.

2. Appropriate load factor for an on-line class.

Should be the same as in a face to face class. If we set the limits for stunt numbers reasonably, it should not be a hugely increased work load.

3. Class size limits.

We feel strongly that large classes (more than 25) are a pedagogical mistake. We recommend setting a limit to class size with the caveat that the size could be increased with instructor approval.

4. Proprietary rights.

There should be language in the contract, giving the faculty member who developed the class ownership of the class for a set period after he/she leaves MPC. Many campuses have a three yr limit. After that, someone else can teach the class exactly as designed by the original faculty member. In addition, our faculty should be able to teach their classes at other schools.

5. Standards of academic rigor and currency of curriculum.

Our inclination is to trust the teachers. We recommend a good training class (or several) for new teachers, where high standards are modeled. The course outline should include info on how the class will be run.

6. Integrity of testing and assessment.

This is a major issue of academic integrity and should be addressed by the campus as a whole. It should be included in the DE manual. We did not come up with a solution to the problem.

7. The effects of distance ed classes in reducing enrollment in on-campus classes.

APPENDIX M: Academic Senate Executive Committee Distance Education Suggestions – 2008

Suggestions for Distance Education
Academic Senate Meeting
October 2, 2008

The Executive Committee suggests that the Academic Senate do four things in response to the two sets of recommendations that we have received. These recommendations are in the spirit of CAC recommendation #9 (a commitment to shared governance in the administration of distance education), and Academic Senate/MPCTA recommendation #8 (develop a DE plan and manual).

- A. Acknowledge the work of both the CAC group and the Academic Senate/MPCTA group and endorse further dialog.
- B. Encourage the MPCTA to take on those issues that are clearly negotiable and the responsibility of the union. These include the following Academic Senate/MPCTA recommendations
 1. Appropriate compensation for designing an on-line course (Rec. #1)
 2. Appropriate load factor for an on-line course (Rec. #2)
 3. Proprietary rights (Rec. #4)
 4. Evaluation of distance ed instructors/classes (Rec. #9)
 5. Article 15.12.1—Presence on Campus (Rec. #10)
 6. Possible incentives for the development of DE courses (CAC Rec. #1)
- C. Encourage communication and collaborative efforts with the CAC as they develop processes and procedures to deal with DE courses. The CAC will be the ones that implement and/or “enforce” many of the processes and procedures developed for Distance Education. In large part, it is the CAC that will ensure the rigor of the DE curriculum. Specifically, the CAC should
 1. Ensure academic rigor and currency of curriculum (Senate/MPCTA Rec. #5)
 2. Recognize the differences and similarities of DE courses and develop appropriate forms and processes as appropriate (CAC Rec. #7 & 8)
- D. Create an ad-hoc Academic Senate/CAC task force. The “task force” will have specific tasks to complete, after which we will reassess the need for the continuing work of the committee. The task force will include the Dean of Economic Development and Off-Campus Programs and will work with her or make specific recommendations to her in efforts to complete the following tasks. This list comprises the faculty perspective on what needs to be done in DE at MPC.
 1. Develop a Distance Education Plan that investigates the implications of increased use of DE at MPC. The DE plan should address the following areas:
 - a. How to provide high quality support and training for a potentially increased number of DE instructors (CAC Rec. #2)

APPENDIX N: Distance Education Task Force Minutes 2009-2010

DISTANCE EDUCATION / ONLINE TASK FORCE MEMBERS:

Steve Albert; Jon Mikkelsen; Sarah Mawhirter; Alexis Copeland; Jonathan Osburg; Debbie Anthony; Richard Abend; Judee Timm; (also invited Sharon Colton; Kim Panis)

AGENDA MARCH 18th, 2010:

Update on Kim's response to our suggestions for web page.
Update on our progress with content.

AGENDA MEETING MARCH 4th, 2010:

1. Moving forward with web page - focus on content and how we will generate it.
Review of web page Kim Panis mocked up.
2. Begin discussions on the issues surrounding student evaluations.

CONCLUSIONS FROM MARCH 4th :

1. We decided to go with the library web page as the function and look for the online web page, rather than what Kim and Steve put together.
2. We decided to inquire about how Laura Franklin is moving ahead with student evaluation process.

FUTURE OBJECTIVES:

1. Steve meets with Kim and discusses our final decision in regards to web page design.
2. We all populate our sections with links and ideas and content. We can use the online wikis in the ilearn page to do so.
3. We meet again on March 18th for an update meeting.

ACTION FEBRUARY 9th, 2010

1. Steve and Kim Panis work together to mock up a web site.

CONCLUSIONS FROM FEBRUARY 9th

Web page mocked up with tabs.

AGENDA MEETING THURSDAY DECEMBER 3rd, 2009 :

1. Members are to bring together higher level ideas for their drop down menus.

CONCLUSIONS FROM DECEMBER 3rd

(Also available on i-learn web site)

Higher level areas within which to generate content

Considering MPC Online tab:

Determine if MPC online is the right choice for you

Evaluate your need for student services

Select classes

Enroll
Get books
Begin your class
Succeed

Enroll Tab:

Apply for admission
Financial aid
Orientation - about college, services, already available on computer
Advising
Assesment, English / Math
Register for classes
Pay fees
Buy books
Log-in

Logging on to iLearn Tab:

Navigating iLearn Course Features
Sending Email Messages
Using a Wiki
Uploading Written Assignments
Taking Quizzes/Tests
Posting on a Discussion Board

Online Courses Tab:

On-line courses offered this semester
On-line courses offered at MPC
On-line transfer paths, eg: What would it take to transfer to SJ State
business school? Counselors?
CVC link to other schools offering on-line classes

Student Support Tab:

To be developed

AGENDA MEETING NOVEMBER 19th, 2009:

We all meet up with Sharon Colton (Sharon's available at that time) in the computer lab in the Library on the second floor.

1. Briefly review MPC web page and other Junior College Online Course web pages (see the link below for an idea)
2. We use what we had suggested from last Semester and we what we see in our review of web pages to refine our "wish list" ... and we try to implement a change on that day.

It is one big brain-stormer kind of event. Keep it pretty open to get a good flow of ideas.

Here are some places to look:
EXAMPLE FROM Las Positas

For a student-oriented DE information page, please see:
<http://www.laspositacollege.edu/onlinelearning/index.php>

Tutorials about how to create an online course are here.
<http://clpccd.blackboard.com>

Username: mpc
Password: student
click on "OCDP Online", and then on "course materials".
"OCDP" stands for Online Course Development Program.

You can also see their online teaching resources page:
http://www.laspositacollege.edu/staffdevelopment/teaching_resources.php

We'll call it Phase 1 of the update.

CONCLUSIONS FROM NOVEMBER 19th, 2009 Meeting

Five major categories which will be "buttons" at top of page when rolled over and will reveal a drop down menu list." - Bruce is working on the possibilities of designing the page that way and will report next meeting.

In no particular order with assigned person to generate the first set of drop down menu category areas for next meeting

Category 1: "Considering MPC online" - Jon Mikkelsen
Category 2: "Enroll" - Richard Abend, Jonathon Osburg
Category 3: "Online courses" - Steve Albert
Category 4: "Using i-learn" - Judee Timm
Category 5: "Student Support" - Sharon Colton, Stephanie Tetter

Keep our eye to migrating the initial ink to the term "Online" or "MPC online" or something like that (in the future).

AGENDA MEETING OCTOBER 29th, 2009

1. Overall direction that MPC would like to see in Distance Education.
2. Support for an online education student resource web page.
3. Other items

CONCLUSIONS FROM OCTOBER 29th Meeting

Well attended – John Gonzalez, Sharon Colton, Fred Hocstedler, Stephanie Tettler, Richard Abend, Judee Timm, Jon Michelson, Jon Osberg, Alexis Copeland

1. What is MPC's Distance Education direction?

John Gonzalez has a vision, but he thinks that the Academic vision should drive it. He is pro-online learning.

Vision: Develop capacity – support faculty, students and technology. But, leadership comes from faculty.

Showed us Santa Monica's approach which is something like 50% online. Is that a model to follow for MPC? JG – take baby steps.

Mentioned authentication issues.

2. We need to be careful when introducing online course as there may be a need to submit a Substantive change report.. Derived from ACCTC

3. Judee Timm and others strongly identified the need for a point person. Who has as top priority the development of MPCs online course and programs. Agreed, but what is needed is a plan to support the financing of such a position.

4. Agreed way forward:

a. Task force would meet with Sharon Colton and complete a significant update of the Students access and services point to MPC online. The Web page.

b. task force would meet and show each other their classes and how they function and basic pedagogy.

c. task force would consider generating a proposal for an online point person to guide the MPC online programs.

SYNOPSIS OF PREVIOUS YEAR (Only one Semester of meetings):

The distance education task force Addressed 4 components last Spring Semester 2009.

These were:

1. Student services and orientation

One page “way forward” report generated. (see Wiki in ilearn space)

2. Instructor training

One page “way forward” document generated (see Wiki in ilearn space)

3. Faculty handbook Ideas considered but no real action taken.

4. Other philosophical questions?

List of ideas generated. (see Wiki in ilearn space)

The following goals were set as things to act on for Fall 2009 and Spring 2010:

1. Create a better student interface web page titled “MPC online” that includes our recommended changes from last semester. This would mean using time from technology people to help build site from our direction. (direct connection to goal 1 from last semester)

2. Provide support for a ½ unit course on how to succeed in online classes. (direct connection to goal 1 from last semester)

3. Consider issues of quality in classes and support and training for increased number of online instructors.

4. Engage administration with regard to an MPC position in terms of the future of online education.

APPENDIX O: Institutional Committee on Distance Education Bylaws

PDF attached separately.

Also available online at:

<http://www.mpc.edu/information/accreditation/Distance%20Education%20Evidence%20Documents%20Library2/ICDE%20Bylaws%2011-4-11%20Final%20%2812%29.pdf>

**APPENDIX P: MPC Institutional Follow-Up Report #2 Recommendation #4 –
Distance Education**

PDF attached separately.

Also available online at:

<http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow-up%20Report%202%20Recommendation%204%20-%20Distance%20Education%20October%202012.pdf>

APPENDIX Q: Board of Trustees Minutes – July 26, 2012

PDF attached separately.

Also available online at:

<http://www.mpc.edu/GoverningBoard/Meeting%20Agendas/7.26.2011%20Minutes.pdf>

APPENDIX R: Institutional Committee on Distance Education Minutes, 9/21/2012

Institutional Committee on Distance Education
Friday, September 21, 2012
Large Admin Conference Room 10:00 a.m. – 11:45 p.m.

Present: Steve Albert, Elizabeth Bishop, Steve Bruemmer, Brenda Kalina, Amber Kerchner, Jon Mikkelsen, Leslie Procive, Rosaleen Ryan, Stephanie Tetter, Catherine Webb, Bruce Wilder

Absent: Celine Pinet

Welcome & call to order

Review of Minutes: The minutes from May 11, 2012 were reviewed.

Motion to approve: Steve B., seconded by Stephanie; all in favor, none opposed, no abstentions.

The minutes from September 7, 2012 were reviewed.

Motion to approve: Steve B., seconded by Elizabeth; all in favor except Stephanie and Brenda who abstained, none opposed.

Announcements:

- **Monthly DE Coordinator calls:** The third Friday of the month Catherine will join a conference call with other DE Coordinators, which begins at noon; therefore she asked if the committee would mind ending at 11:45 a.m. The committee approved the meeting time change.
- **DE Conference:** Catherine sent an email to the committee regarding a conference on October 12th at Foothill College to see if anyone was interested in attending. She has already registered and it is free to attendees. The conference is called “Leveraging Technology to Support Students, Faculty & Staff”. Amber said that Mary Johnson has expressed interest in attending.
- **Distance Education Substantive Change report:** A new manual was released from the Chancellor’s Office on how to submit a substantive change report. Therefore Catherine did not send out the narrative as discussed during the last DE meeting. She and Denise Moss are working on strengthening the information that is already there, and then she will send out the narrative.
- **Potential cross-college collaboration opportunity:** This relates to Massively Open Online Courses (MOOC). This is supported by the Gates Foundation, and they would like to further develop the concept. Currently MOOC is used by larger universities that open their courses to large classes of 100 or more students. Students have full access to the course, and depending on how it is structured, the student may or may not receive credit for the course.

The Gates Foundation has released a RFP for smaller colleges to have the opportunity to offer MOOC. The grant award is \$50,000 and would include up to 10 classes.

MPC is not pursuing the grant, partly because of timing of the RFP and partly because the college does not have the structure in place to support this concept. However, this gives us the opportunity to figure out what does need to be in place and time to look at the online providers like Coursera and Udacity. One other concern is to make sure the quality of delivering online courses is defined. Catherine said there will be other opportunities and the college needs to be ready. The infrastructure and shared responsibility have to be in place.

The committee agreed to keep parts of the MOOC in the goals discussion, for example answering technology questions, like where is this hosted? Steve B. will investigate who is responsible for hosting and report back to the committee. This will determine the next step in technology issue questions. Catherine will look further into the grant to see if the question about hosting can be addressed.

Follow-up Discussion “Fail Safe” DE Platform: At the September 7, 2012 meeting, there was a discussion about limited downtime for online courses during a network outage. A motion was made, but tabled for further discussion during this meeting. There were several concerns raised about technology issues. Catherine said that the Academic Senate has put together a group of three faculty members to collate faculty concerns and the context for concern, and plan the resolutions with the new IT Director. The list will be given to the IT Director to help give them general guidance and knowledge of the technology issues on campus. Catherine, Alexis Copeland and Sue Hanna are on the committee.

It was agreed to amend the original **motion** to now state: The ICDE recommends further analysis of the feasibility of creating a failsafe system for the distance ed platform to limit downtime in the event of a network outage. This recommendation will be submitted to the Academic Senate sub-committee for presentation to the new Director of Information Services.

Motion to approve the recommendation: Steve A. made the motion, Jon seconded, all were in favor, none opposed, no abstentions.

Committee Priorities/Goals for 2012-2013: The list was reviewed and Catherine asked for additional ideas, also referencing the Strategic Initiative for MPC Online.

Additional suggested **goals:**

Adding Distance Education into the faculty contract, which is a negotiable item.

The Student Resource Portal: who accesses it, how many people access it, keeping it updated and possibly redesigning it.

After some discussion, it was agreed that Steve A. and Jon will review the Student Resource Portal and bring ideas back to the committee for approval before implementing them. Bruce and Catherine will assist.

Goal: *Continued progress on faculty online evaluations* – the committee needs to review the student evaluation process and consider educating a number of faculty members to be able to evaluate faculty teaching online using best practices.

A suggestion was made to develop a form that can be used as a starting point for peer evaluations.

Goal: *Structured support for Moodle in face-to-face environments* – Steve A. suggested creating a list of volunteers to answer Moodle questions. After some discussion, it was agreed that faculty and staff training needs to occur and develop a central place to put the questions and answers. This discussion tied in with the next goal.

Goal: *Streamlined faculty resources and protocols* – the Academic Senate wants to work collaboratively with the ICDE to define the meaning of high quality distance education. Amber suggested developing a five-step survey that students have to take before signing up for an online course. As a Counselor, she has found that many students should not have taken an online class and as a result not done well. The committee should look at what other institutions do for orientation and make it part of the SIS registration process.

Goal: *Moodle Shell* – need the information from CSUMB as to how many active Moodle Shells we have. Bruce to check with CSUMB.

Goal: *Student workers in Instructional Technology department* – this was added to the list as it is a factor in providing online help. Steve B. said that student workers do not have administrative rights, which limits the type and amount of assistance they can provide. It was agreed that Steve B. and Bruce will work on developing a task list, to define the types of tasks that need to be done for online help. The list will be reviewed by the committee to see what student workers need access to and what level rights they should have access to.

After the discussion of goals and activities, Catherine agreed to draft a list of high-level goals and specific activities that could support the goals based on the discussion from today. She will email the list to the group so that we can prioritize, approve, and begin working towards the goals before our October 19th meeting.

Professional Development Workshops for 2012-2013: Catherine said that workshops need to be planned for the coming year – the questions posed to the committee are how often, when and topics?

Suggestions were:

- What I Am Teaching Online, with a panel of experienced faculty
- Using Moodle for the First Time
- Possible series of Moodle workshops: beginners, intermediary and advanced
- @One Workshop
- Intensive Workshop: 5 seats, noon – 1:00, sign-up (not walk-in or drop-in)

A suggestion was made to have a short survey sheet given to participants at the end of the workshop to see what they would like to have as additional workshops.

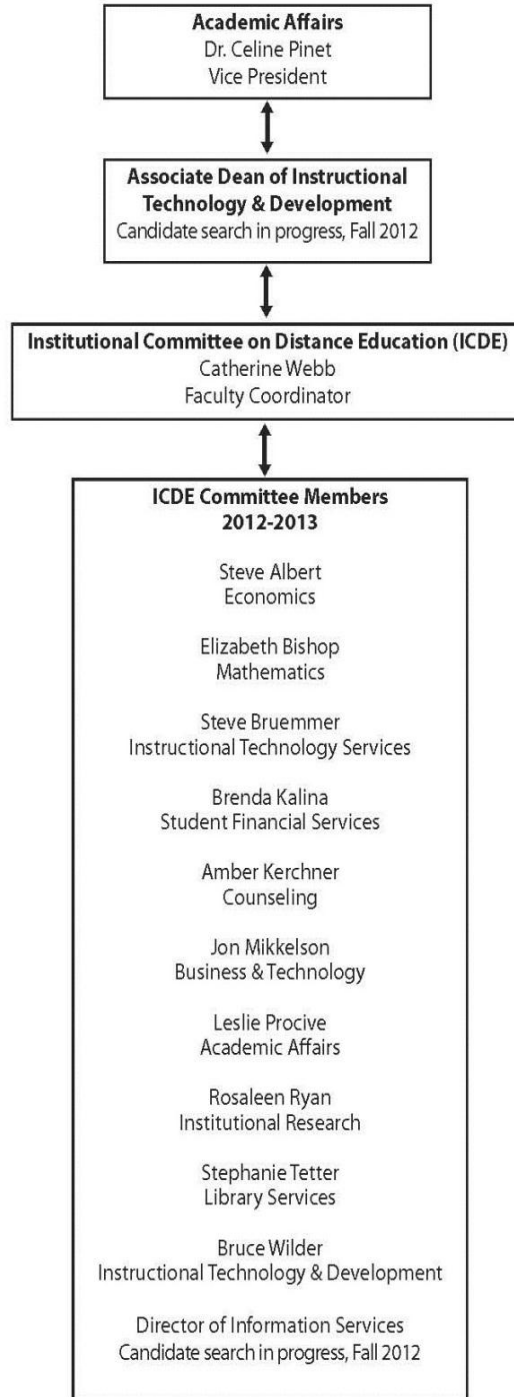
The committee consensus for the first workshop was @One. Catherine agreed to begin bringing resources together for a workshop on this topic.

Monterey Peninsula College Substantive Change Proposal - October, 2012

Next meeting: October 19, 2012 10:00 a.m. – 12:00 p.m., **Stutzman Room.**

Meeting adjourned.

APPENDIX S: Administrative Oversight/Reporting Structure for Distance Education



APPENDIX T: Associate Dean for Instructional Technology and Development - Job Description

Job Description: Associate Dean, Instructional Technology and Development

Approved, MPC Associate Dean for Human Resources: 6/17/2012

Board Approved: 6/27/2012

**MONTEREY PENINSULA COLLEGE
ASSOCIATE DEAN, INSTRUCTIONAL TECHNOLOGY AND DEVELOPMENT**

JOB SUMMARY

Reporting to the Vice President for Academic Affairs, the Associate Dean of Instructional Technology and Development provides leadership for the College's Center for Instructional Technology; coordinates and implements training of faculty and staff in existing and future applications of technology in the instructional programs; and provides leadership for the college's distance education program. Directs and manages distance education and related instructional support services and training for classroom-based technology and computer labs.

Duties and Responsibilities

Essential Functions:

Design and provide instruction and training for faculty and staff in the use of various forms of distance education and related technology in instructional and service environments, and for curriculum development.

Serve as a resource to faculty and staff in the development of curriculum using technology; assist in planning and evaluating technology needs for new and existing courses.

Manage the College's Center for Instructional Technology.

Trouble-shoot problems related to the use of technology in curriculum development and application.

Assist in the evaluation of effectiveness of hardware, software, and multimedia equipment.

Work cooperatively with the Director of Information Systems on a wide range of technology integration issues.

Facilitate instruction and training for computer lab technicians and other instructional technology support staff.

Provide leadership and direction in the use of new technologies for the presentation of curriculum to students including, but not limited to, distance education, multimedia, video-conferencing, web-based instruction, and other internet activities within the classroom.

Take a leadership role in promoting student success and facilitate activities to enhance success as related to instructional technology and distance education. Work with colleagues and take responsibility to ensure the college meets Academic Affairs' reporting requirements, mandates and regulations related to distance education and related instructional technology.

Monterey Peninsula College Substantive Change Proposal - October, 2012

Participate and provide leadership on the College's Technology Committee with the Director of Information Technology and facilitate discussions throughout the College concerning distance education and related instructional technology development, implementation and advancements.

Work closely with the Director of Information Technology in the development of the college technology plan.

Coordinate and develop relationships with other institutions to obtain external professional expertise and collaboration to further expand the College's instructional technology base.

Assist and work collaboratively with the College's marketing functions and promotion of the College's technology-enhanced curriculum.

Provide leadership for staff development activities to assure the realization of the long-term institutional goal to acquire and maintain state of the art technology and equipment in the classroom and for curricular development, providing support to students, faculty and staff.

Work with categorical programs that support the use of technology in the classroom.

Participate on other committees and lead other projects or areas, as assigned.

Develop, analyze, prepare, and administer annual budgets in assigned areas.

Oversee hiring, training, and supervision of personnel in assigned areas.

Other Functions:

Other duties as assigned.

EMPLOYMENT STANDARDS

Education And Experience

- Master's Degree or the equivalent **AND**
- One year of administrative experience, formal training, internship, or leadership in an area related to this administrative assignment **AND**
- Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, cultural, disability, and religious backgrounds, and sexual orientation of community college faculty, staff and students.

Knowledge of: Teaching/training methods; program and curriculum development; multimedia presentation modalities; e-mail applications; internet applications, including distance learning and hybrid methodology; social media, networking, mobile technology instructional hardware and software; troubleshooting techniques.

Ability to: Manage programs; develop, manage, and administer budgets; supervise and evaluate staff; teach and train a wide variety of employees and adapt to different learning styles; analyze problems and implement or recommend solutions as appropriate; write reports and other documents as needed; listen effectively; demonstrate expertise and innovative use of hardware and software concepts and principles; keep current with new and emerging technologies in an educational environment; adapt to new software applications; apply specialized computer knowledge to instructional delivery systems; analyze system behavior and correctly and quickly interpret and resolve complex computer problems; analyze, understand the implementation of, and maintenance of advanced network architectures; communicate

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effectively in both oral and written form; establish and maintain effective working relationships and work well with a wide range of individuals.

Physical Effort/Work Environment: Primarily an indoor working environment. Light physical effort; occasional standing or walking; periodic handling of lightweight (under 10 lbs.) parcels.

APPENDIX U: Director of Information Services – Job Description
(Attached separately)



DIRECTOR OF INFORMATION SERVICES

EMPLOYMENT OPPORTUNITY

INFORMATION SERVICES

Exempt level position / 12 months per year

Salary \$7,284 per month + Benefits

Starting Date: by mutual agreement, but preferably by 11/1/2012

Public Announcement Date: **July 6, 2012**

Priority Application Screening Deadline: August 22, 2012 @ 3:30PM

Monterey Peninsula College reserves the right to close or continue the recruitment at any time.

JOB SUMMARY:

Under general direction, provide leadership for planning and implementing information technology to support the instructional, administrative and operational programs and services of the District, including data center operations, voice and data communications systems, administrative computing systems, network services, e-mail, intranet and internet services, virtual servers, storage area network, disaster recovery and back-up, technical support services, classroom services, computer software and hardware acquisition, inventory, emergency communications, maintenance and repair, computer system design and installation. Effectively direct, manage, coordinate and supervise the Information Services operations of the College; formulate, interpret and administer policy and procedures.

Examples of duties:

Essential Functions

- Coordinate the development and implementation of the college technology plan, based on the college master plan.
- Develop and direct a technology infrastructure that supports the academic, administrative, student services and operational functions of the District. Plan and direct the technical aspects of an integrated plan for all computer hardware and software functions of the district. Provide leadership and oversight for the District's internet and intranet (portal) presence, including web services such as registration.
- Troubleshoot and resolve problems related to the use of technology; assist in evaluating the effectiveness of hardware, software, and multimedia equipment.
- Plan, develop and direct long-range data communications plans/planning for the College including wired and wireless communications, cellular and radio.
- Oversee technical equipment operation, maintenance and repair; approve equipment purchases of audio, visual, and campus telecommunications hardware.
- Develop and enforce policies and procedures to ensure the protection of college technology assets and the integrity, security and appropriate confidentiality of college data.

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- Work with District administration to develop proposals for providing new or improved information services for administration, instruction and student services; meet with staff responsible for campus functions to plan, design, and enhance information systems as required. Coordinate selection and direct installation, refinement and upgrading of software systems. Provide responsive advice and education to college leaders on technology issues and trends.
- Work collaboratively with the Associate Dean of Instructional Technology and Development on a wide range of technology issues, including technology integration, the District Technology committee and technology plan, and the training and development of instructional technology technicians.
- Develop, recommend and coordinate the implementation of policies, standards, protocols and user rights and responsibilities for the acquisition and use of technology in collaboration with campus constituencies.
- Design and provide instruction and training for faculty, staff and other end-users in the use of various forms of technology as related to Information Services.
- Manage contracts, budgets, upgrades and partnerships for course management systems and other department services, hardware and software.
- Serve on the College's Technology Committee and facilitate discussions throughout the college concerning technology development, implementation and advancement; provide representation as requested on participatory governance bodies such as the Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG) and the Distance Education Committee. Chair and serve on college committees and participate in professional organizations appropriate to the assignment.
- Coordinate district wide schedule for required local, state, and federal electronic reporting; provide statistical reports as designated by the college; supervise the preparation of state required reports including the District's Management Information System (MIS) submissions. Provide and/or present reports to Administration and Governing Board as requested.
- Evaluate vendor-supplied software; determine qualifications of contract programmers and outsourcing solutions in relation to college computer systems objectives.
- Maintain relationships with computer hardware vendors for the acquisition of new equipment and the maintenance of existing equipment.
- Perform feasibility studies, estimate required resources, monitor and report progress in prioritized projects.
- Supervise the services and operations of the print shop.
- Develop and administer budgets for all supervised areas; recommend staffing, equipment and supplies.
- Provide leadership, supervise and annually evaluate staff in areas of assignment; continually develop the skills of information services staff.
- Work cooperatively with other offices, divisions, and departments to ensure efficient and effective operation of information needs and services.

Other Duties

- Serve on standing committees, ad hoc committees and task forces as required.
- Attend and participate in professional groups, seminars and /or courses to obtain current information concerning regulations and services.
- Perform other related duties as required.

EMPLOYMENT STANDARDS:

The ideal candidate will possess knowledge and abilities in the following areas:

Training, Experience and Education: Any combination of education and/or experience, which would demonstrate the possession of the required knowledge, skills and abilities listed herein. For example, a Bachelor's Degree in management information systems, computer science or a related field and five years of increasingly responsible experience in the information technology field, including two years of management/supervisory experience.

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Knowledge of: operations, services, and activities of a comprehensive technology and information services program for education; principles and practices of mainframe, micro and networked operating systems; communications systems and networks and related technology; programming languages; use of technology to support administrative functions; budget preparation and management; supervisory principles and practices.

Ability to: effectively organize, direct and manage the operations of Information Services; formulate, interpret and administer policy and procedures; plan short and long-term computing and telecommunications strategies; understand organizational needs regarding technology; analyze situations and make decisions on procedural matters; understand and independently carry out oral and written instructions; communicate effectively in both oral and written form; work effectively and cooperatively with all levels of the District, governmental representatives, community representatives, and the general public; interpret related state and federal codes and Title 5 provisions; train, supervise and evaluate staff to ensure efficient, responsive and friendly service to faculty, staff and administration; prioritize and schedule work to meet schedules and time lines; plan, organize, direct and coordinate the assigned staff; maintain security and confidentiality of records and information; use appropriate and correct English grammar, spelling, and punctuation; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

PHYSICAL EFFORT / WORK ENVIRONMENT:

Light physical effort; occasional standing or walking; periodic handling of lightweight parcels. Indoor work environment.

Applicants who are protected under the Americans with Disabilities Act and who, due to a disability, require accommodations for completing the application process, testing (if required for the position), or the interview, should notify the Human Resources office at least ten (10) working days before an accommodation is needed.

CONDITIONS OF EMPLOYMENT Offers of employment are contingent upon Governing Board approval.

Employment with Monterey Peninsula College is not complete or official until applicants meet all pre-employment requirements. All new employees are required to submit proof of freedom from tuberculosis and proof of eligibility to work in the United States. Employees must sign the Oath of Affirmation of Allegiance, and submit fingerprints for California Department of Justice clearance.

NOTE *Smoking Policy:* Smoking on campus is limited to designated smoking areas.

HOW TO APPLY

Monterey Peninsula College reserves the right to close or continue the recruitment at any time. To be guaranteed consideration, return the following items by **3:30 pm** on the **Priority Application Screening Deadline** shown on the front page. (We accept by: mail-in, walk-in or email). **WE DO NOT ACCEPT APPLICATIONS VIA FAX.**

√ - **Required:** a completed District application (available on our website, www.mpc.edu or at the college).

√ - **Required:** a copy of your resume.

√ - **Required:** Cover letter describing your interest and qualifications for the position.

√ - **Required:** Essay (limited to 500 words or fewer): MPC has been using a District-wide web-based collaboration platform since 2006. The District envisioned this platform serving as an intranet, portal, extranet, website, document/file management, collaboration space, social tool, enterprise search and workflow automation. However, this platform has been met with mixed acceptance. How would you engage the campus community in dialogue about, and build support for, this web application platform?

√ - **Required:** Essay (limited to 500 words or fewer): Technology expectations from faculty, staff and students, continues to increase. Given limited human and fiscal resources, how do you manage user expectations while still supporting the diverse needs of college users? Please provide an example of a similar situation you have experienced.

Human Resources does not accept additional materials such as: letters of reference, test scores from other institutions, certificates of courses/programs completed, letters of commendation from schools, or transcripts with

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your application. Such items, if included, will not be forwarded to the selection committee. If necessary, HR will request any reference information that is required.

Submit the required application materials and direct all inquiries regarding this position to:

Kali F. Viker, M.S. Human Resources-Monterey Peninsula College-980 Fremont Street, Monterey, CA 93940-4799; Telephone: (831) 646-3038 Text Teletype: (831) 645-1319; email: Kviker@mpc.edu

Applicants selected for interview will be notified by phone approximately 1-2 weeks following the application deadline. All other applicants will be notified by mail. Initial, on-campus interviews are tentatively scheduled the week of September 24th. Travel expenses are the sole responsibility of the applicant. Selected finalists will have second round interviews with the Vice President. Final interviews are generally conducted via SKYPE. Positions are subject to adequate funding and MPC reserves the right to close, continue, cancel, postpone or restart the recruitment at any time. MPC regrets that relocation assistance is not available.

APPENDIX V: “Back to the Future” – Memo from Dr. Garrison

BACK TO THE FUTURE
Meeting MPC’s Technology Needs
June 2012

Introduction

Over the last several months, MPC has engaged in a series of conversations about the college’s technology needs. Due to a number of technological and curriculum changes, the technology needs have changed requiring a re-examination of our current resources and organization. Recently, the Dean of Technology announced her retirement in August adding further urgency to this discussion. Despite this series of conversations, a consensus on how to address these issues has not developed. Given the need to be prepared to appropriately support our technology needs in Fall 2012, I have developed a proposal to meet MPC’s technology needs.

Back to the Future

Sometimes we need to step back and re-examine where we have been in order to determine where we should go. I feel our current technology situation requires this re-examination. In the early 2000s, MPC received a Title III grant which funded a new function and administrative position, the Associate Dean, Instructional Technology and Development. This position reported to Academic Affairs. This position had responsibility for the vision and leadership of the Center for Instructional Development; coordinated and implemented training for faculty and staff in applications of technology in instructional and service programs; facilitated the use of technology for the presentation of curriculum through distance education, web-based instruction, and internet activities within the classroom; and worked cooperatively with the Director of Information Systems.

Overall, this structure was considered quite successful, but institutional conditions changed causing shifts in administrative assignments. In 2006, the Director of Information Systems passed away leaving a leadership void in that area. In response, this position was changed to become the Dean of Technology with responsibility for the duties above plus oversight of Information Systems. In addition to this organizational change, several other technology-related influences impacted the college. The scope of distance education has expanded dramatically requiring greater support. The use of web-based instruction and other technology in the classroom has become common place in face-to-face classes in all disciplines. The expectations of our students and the public regarding technological access have grown tremendously. All these factors have occurred during a time when the growing responsibilities of the original Associate Dean position have negatively impacted the amount of time and resources to address them.

Other factors have influenced the Information Systems department. During this time, the college has continued an aggressive construction schedule requiring significant attention from our technical staff. We have replaced aging networks with new servers. We have shifted to a new student information system. And, we have experienced a significant increase in accountability reports requiring data analysis. All these factors have taken a great deal of focus.

The end result is that the demands for service have increased in all areas while the resources to address them have diminished. Many faculty members feel that instructional technology support is inadequate for the current demands. Overall, faith in our current staffing structure has eroded.

Proposal

Based on analysis of these factors, I no longer believe that our current structure can adequately support our growing technology needs. Throughout the spring term, discussion of these challenges has continued, and I had hoped that a clear consensus on how to proceed would have resulted from our governance process. However, that did not occur, and the challenges have continued. In the meantime, distance education has become an increasingly important part of our overall FTES generation, now accounting for over 7% of the total and increasing at an annual rate of 1%. Our distance education courses are often the first to fill each term, and Academic Affairs is concerned that the current structure is not capable of sustaining this growth. Therefore, I recommend that we return to the original staffing structure implemented during the Title III grant: an Associate Dean reporting to Academic Affairs specifically responsible for instructional technology and distance education and a Director of Information Systems reporting to Administrative Services responsible for institutional computing. The core job descriptions for these positions already exist. Though we need to update them to reflect current language and situations, these are essentially replacement positions.

The funding for these positions will be derived through the reallocation of existing resources currently funding the Dean of Technology position and unallocated resources available through elimination of other management positions earlier this academic year. The amount required from the management savings is approximately \$100,000 - \$125,000, which does not exhaust those savings.

I remind you that when the management reorganization in Facilities was presented to College Council earlier in the year, the district clearly indicated the intention to use salary savings to address institutional needs. This proposal addresses one of our most pressing institutional needs.

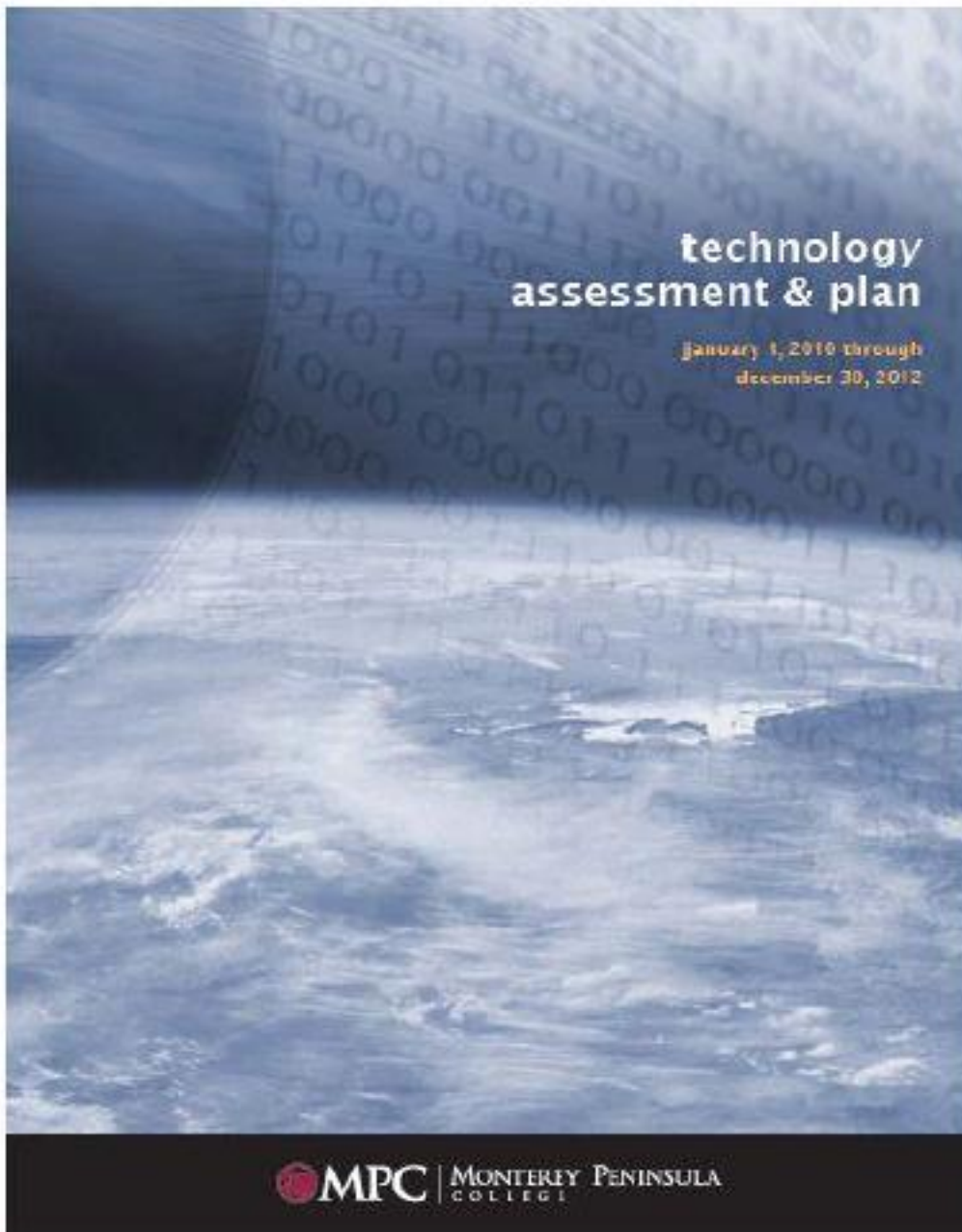
Timing

In order to be prepared to address the college's technology needs during Fall 2012, I propose that this recommendation be taken to the Governing Board at the June 27, 2012 meeting and searches begin immediately thereafter. When the faculty returns in August, selection committees can be formed per our regular governance process and screening can begin right away. It is possible that hiring recommendations can be considered by the Board in September or early October.

However, if we wait until fall to initiate this process, we are accepting that our current challenged technology support and limited support for distance education will continue into the spring 2013 term. I believe that option is unacceptable. I invite College Council's recommendation on how to proceed.

Dr. Doug Garrison to College Council
6/12/12

APPENDIX W: 2010 Technology & Assessment Plan
(Attached separately)



APPENDIX X: Technology Refreshment Plan

Summary of Technology Refreshment Requests for 2009 – 2010

Priority	Dept (dept priority)	Room(s)	#Computers	Other Items	Information	Cost
	PE – 1st	PE 103	1	Monitor, mouse	3 years	\$900
	Reading Ctr – 1st	Reading Ctr	4		6 years old	\$3,200
	ESSC – 1st	LTC 150	21	21 monitors	6 years, others replaced last yr	\$18,900
	ESSC – 2nd	goPrint, time kp	3 + 3	6 monitors	6 years (can use cascaded computers)	\$5,400
	ESSC – 1st		30 + 3 + 3		6 years, others replaced last yr	\$41,700
	Supportive Serv – 1st	AD 102	18		3 years	\$14,400
	CAD lab – 3rd	GA 103	22		4-5 years	\$32,790
	CAD lab – 4th	GA 103	1	(server)	4-5 years	\$4,000
	Dental Asst. – 1st	LS 202	1 (PC)		6 years old Mac but need PC	\$900
	LS server – 2nd			(Mac)		\$4,000
	Graphic Arts – 1st	GA 101/102	42	(Macs) + projector+printer	4 years (not Intel so not compatible with new software)	\$70,500
	Music Lab – 2nd		20		Use computers from GA	\$0
	Library – 1st	2 nd & 3 rd floor	41		6 years, others replaced last yr	\$30,750
	Library – 1st		1	server	6 years	\$10,249
	Library – 2nd		3	Go print	6 years	\$2,250
	Library – 2nd		16	Circ/Ref/OPAC	6 years, others replaced last yr	\$12,000
	LTC			Core-switch	critical	\$412,000
	PS – 5th	PS 106	25		laptops	\$61,900
	PS – 1st	PS 106/107	22		5 year old - laptops	\$54,472
	PS – 2nd	PS 205, PS 105, PS 106		3 networked printers		\$3,000
	PS – 3rd	IC 102		Document camera		\$2,300
	PS – 4th	PS 107		Data projector		\$700
	Instr Tech – 1st	LTC 319	1		Mac for video editing- present one is 6 years old	\$1,442
	Instr Tech – 2nd	LTC 319		Video camera	Present one is almost 9 years old	\$1,550
	IT – 2nd		2		Servers for website upgrade	\$22,000
	IT – critical		4	Santa Rosa replacement	critical	\$100,000
	TOTAL				\$305,713 (all 1 st choice)	\$457,603 (all)

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APPENDIX Y: College Council Minutes 4/17/12, 5/1/12, 5/15/12

PDFs attached separately.

Also available online at:

<http://www.mpc.edu/collegecouncil/College%20%20Council%20Agendas%20and%20Minutes%202011/College%20Council%20April%2017%202012%20Minutes.pdf>

<http://www.mpc.edu/collegecouncil/College%20%20Council%20Agendas%20and%20Minutes%202011/College%20Council%20May%201%202012%20Minutes.pdf>

<http://www.mpc.edu/collegecouncil/College%20%20Council%20Agendas%20and%20Minutes%202011/College%20Council%20May%2015%202012%20Minutes.pdf>

Name of Program:	
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1. Mission

- a. **College Mission:** *“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.”*

Check the boxes which best describe how your program supports the college’s mission.

- Transfer to a four-year university
 - Courses meet MPC AA/AS GE requirements
 - Courses meet IGETC/CSU GE requirements
 - Program supports four-year lower division requirements
- Develops occupational skills
 - Program offers MPC Certificate and/or degree
 - Program influenced by advisory committee reports/recommendations
 - Program need evident through labor market information
- Supports students’ development of basic skills
- Supports life-long learning

- b. **Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of MPC.**

Program mission	
Mission’s relationship to college mission	

- c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	
-------------	--

2. Program Overview

- a. **Course Offerings and Scheduling**

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- i. **Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.**

Courses	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
TOTALS															
Comments:															

- ii. **Comment on the scheduling of your courses or delivery of services as they apply to your program.**

Comments:	
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- iii. **If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?**

- Yes.
- No. If no, please explain.

Comments:	
------------------	--

- iv. **Does the scheduling pattern you use meet the diverse needs of students?**

- Yes.
- No.

How do you know? Please comment.

Comments:	
------------------	--

- v. **Program Improvement Plan: Identify any plans your program has to:**

- Add or delete courses from catalog.

Courses to be added:	
Courses to be deleted:	

Revise scheduling of courses

Revision plans:	
------------------------	--

Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

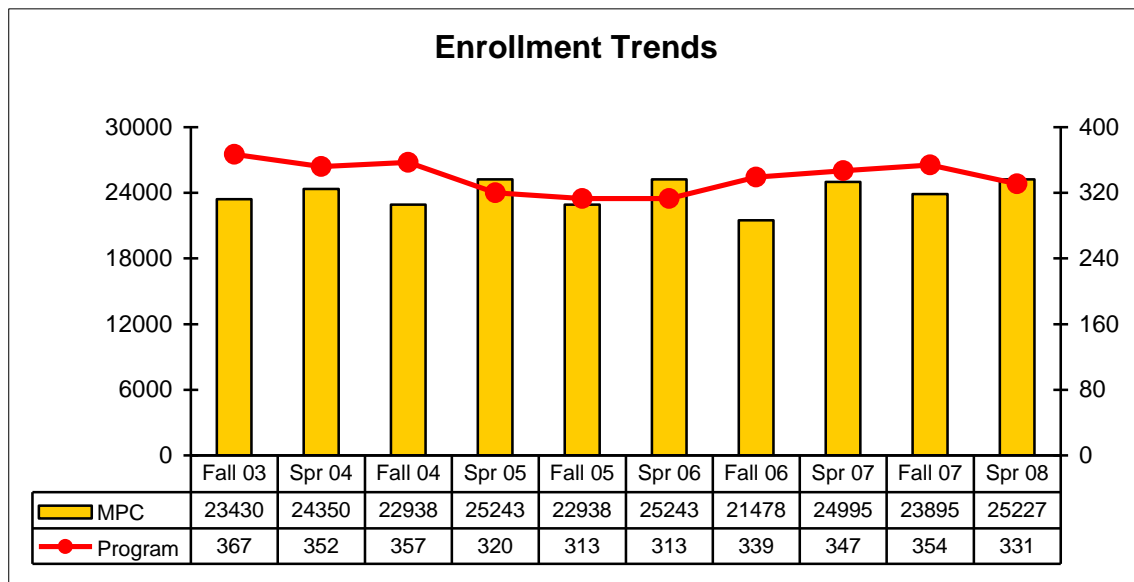
Other avenues:	
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Other:

Other plan:	
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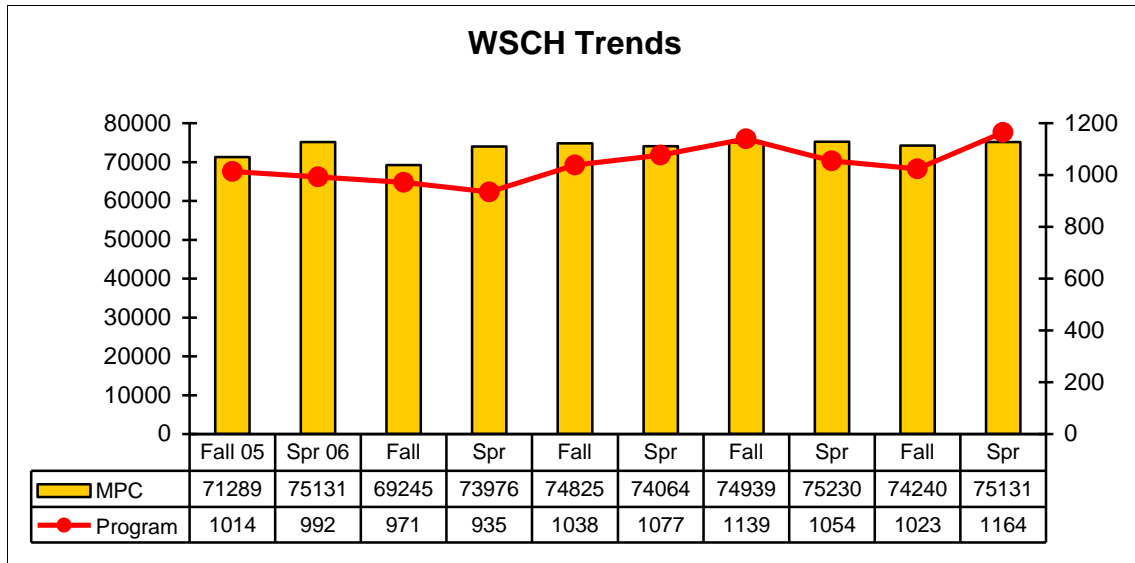
3. Program Vitality

- a. Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.



Comments:	
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- b. Printed are the WSCH (Weekly Student Contact Hours) for the college and your program over the past 5 years. Comment on any fluctuations that may have occurred to explain any differences.



Comments:

c. Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.

	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
FTES – Credit										
FTES – Noncredit										
FTE – Full-time										
FTE – Adjunct										
Program FTES/FTE										

Comments:

d. Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.

	Fall __		Spr __		Fall __		Spr __		Fall __		Spr __	
	M	F	M	F	M	F	M	F	M	F	M	F
MPC												
Program												

	F __		S __		F __		S __		F __		S __	
	MPC	Pr.	MPC	Pr.	MPC	Pr.	MPC	Pr.	MPC	Pr.	MPC	Pr.
White												
AfAm												
Asian*												
Latino												

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Other												
Decline												

Comments:	
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- e. Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.

External factors	
-------------------------	--

- f. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Program coordination	
-----------------------------	--

- g. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement	
------------------------------	--

- h. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	
-----------------------------	--

- i. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:	Details
<input type="checkbox"/> Improve overall enrollment.	
<input type="checkbox"/> Improve FTES/FTE ratio.	
<input type="checkbox"/> Improve ratio of full-time to adjunct FTE.	
<input type="checkbox"/> Increase enrollment of underrepresented groups.	
<input type="checkbox"/> Improve coordination with other programs on campus.	
<input type="checkbox"/> Improve involvement with the	

	community.	
<input type="checkbox"/>	Other	

4. Student Learning

a. What delivery modes are used in your program?

- Traditional classroom
- Distance learning
- Lab
- Other:

b. Student Learning Outcomes and Assessment

i. Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.

- SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	
--------------------------------	--

- CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs

- CTE MAJOR(S). Please list your program’s CTE major(s) along with their respective SLOs.

CTE Major	SLOs

ii. After reviewing “Instructor Reflections” and each semester’s “Program Reflections” forms, summarize what changes occurred as a result of the continuous dialogues.

Reflections summary	
----------------------------	--

iii. If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?

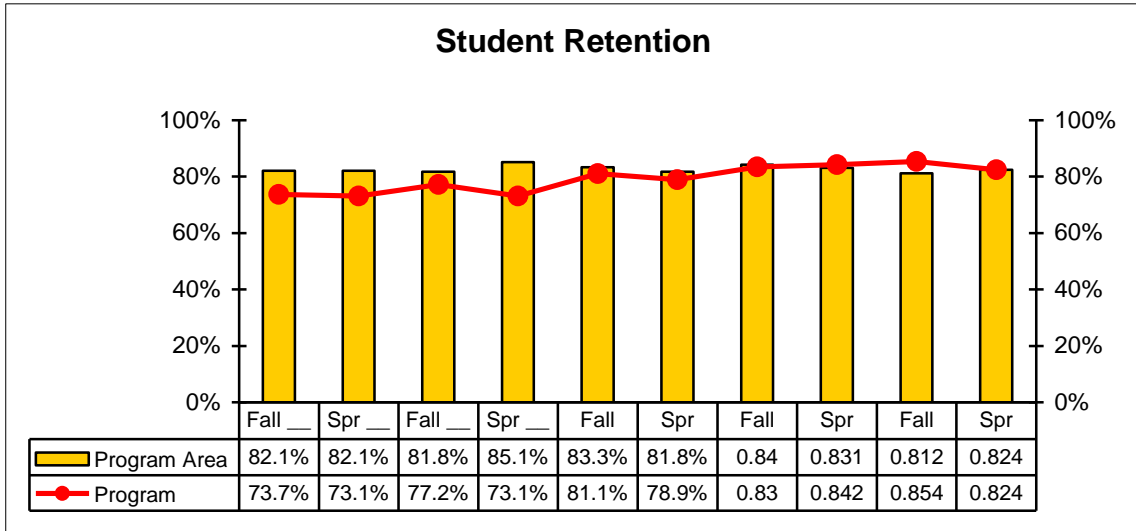
Course alignment process	
---------------------------------	--

iv. How is consistency maintained between multiple sections of single courses?

Consistency	
--------------------	--

c. Student Achievement

i. Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.



Comments	
-----------------	--

ii. Printed are the success rates (passing grades) for the college and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.

	# Success	# Non-Succ.	# Withdrawn	Totals	% Success	% Non-Succ.	% Withdrawn
MPC							
Program							
Comments							

iii. Printed are the retention and success rates by age, gender, and ethnicity over the last 5 years. Address any significant differences in performance among ethnic, age, or gender groups.

	# Success	# Non-Succ.	# Withdrawn	Totals	% Success	% Non-Succ.	% Withdrawn
Program's Students by Ethnicity							
African-American							

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Asian							
Caucasian							
Hispanic							
American Indian							
Other							
Totals							
Program's Students by Gender:							
Male							
Female							
Total							
Program's Students by Age:							
Under 18							
18-25							
25-45							
Over 45							
Comments							

iv. Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?

Comments	
-----------------	--

v. If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).

Course	Type of Section	Retention Rates	Success Rates
Comments			

vi. If your program is an occupational program, discuss the following:

Percent of program completers since the last program review	
Number of certificates and degrees awarded	

Job placement rates	
---------------------	--

d. Student Services

i. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)				
Admissions & Records				
Assessment Center (for ENGL/ESL/MATH placement)				
Business Skills Center				
Counseling				
English & Study Skills Center				
Information Services (College Center)				
Library & Technology Center				
Math Lab				
Reading Center				
Supportive Services & Instruction				
Career/Transfer Center				
Child Development Center				
Cooperative Work Experience				
Extended Opportunity Programs & Services (EOPS)				
Job Placement				
Student Financial Services				
Student Health/Psychological Services				
Women's Programs/Re-Entry & Cultural Center				
Other:				

e. Facilities, Equipment and Supplies

i. What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?

Comments	
----------	--

ii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	
----------	--

f. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	
-----------------	--

g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

Identify any plans your program has to:		Details
<input type="checkbox"/>	Complete and/or revise SLOs for courses, certificates, and/or degrees.	
<input type="checkbox"/>	Change status of one or more courses in specific GE requirement areas.	
<input type="checkbox"/>	Improve student attainment of SLOs or objectives that support them.	
<input type="checkbox"/>	Improve consistency among multiple sections.	
<input type="checkbox"/>	Improve alignment among sequences of courses.	
<input type="checkbox"/>	Improve retention rates.	
<input type="checkbox"/>	Improve success rates.	
<input type="checkbox"/>	Support student equity.	
<input type="checkbox"/>	Improve facilities and/or equipment	
<input type="checkbox"/>	Increase or reduce supplies.	

5. Staffing

a. Describe your faculty and staff's workload.

--

b. Describe your faculty and staff's recent staff development activities.

--

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

--

d. Discuss the adequacy of your staffing to meet your program's mission.

--

e. Program Improvement Plan:

Identify any plans your program has to:		Details
<input type="checkbox"/>	Take steps to improve faculty and staff satisfaction.	
<input type="checkbox"/>	Seek out opportunities for training and development.	
<input type="checkbox"/>	Adjust staffing to meet program's mission.	

6. Summary

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the “rationale” column, indicate whether the PIP item is intended to improve one or more of the following:

- The program’s mission
- Course offerings and scheduling
- The program’s vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person

APPENDIX AA: Academic Affairs Program Review Calendar

PDF attached separately.

Also available online at:

<http://mympc.mpc.edu/academics/AcademicAffairs/Program%20Review%20Forms/Academic%20Affairs%20Program%20Review%20Calendar.pdf>

APPENDIX BB: Academic Affairs Program Review Support Team Review Form

Name of Program:	
Support Team Members:	

1. Mission

	Comments
f. Does the program support the mission of the college?	
g. Is the program's mission appropriate?	
h. If the program plans to revise its mission, is the revision appropriate?	

2. Course Offerings and Scheduling

	Comments
a. Given the data, do the course offerings appear sufficient for the program?	
b. Does the scheduling of classes appear to be appropriate for the program?	
c. Does the Program Improvement Plan appear appropriate? Do you have any suggestions to improve course offerings or scheduling of courses to enhance the program?	

3. Program Vitality

	Comments
a. Does the data reflect any trends that writers of the self study did not indicate?	
b. Review the Program Improvement Plan. Does it take into account the data and comments described in the program profile?	

4. Student Learning

	Comments
a. Does the data reflect any trends the writers of the self study did not indicate?	
b. Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the student learning section?	

5. Staffing

	Comments
a. Is the program's staffing sufficient?	
b. Does the faculty and staff survey suggest any issues the program should consider in its self study that are not currently described?	
c. Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the staffing section?	

6. Summary

	Comments
a. Does the prioritization of the PIPs seem reasonable given the needs and challenges faced by the program?	
b. Are the PIPs appropriately aligned with the college's mission?	
c. Does the timeline for the achievement of each PIP seem reasonable given its magnitude and the financial state of the college?	
d. Is the person or persons assigned to be responsible for the PIP appropriate? Does each person have the appropriate authority and time to complete the assigned PIP?	

e. Is the improvement of student learning a driving force behind each of the PIPs?	
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7. What do you perceive are the strengths of this program?
8. What do you perceive are the most notable challenges faced by this program?
9. Do you perceive any program weaknesses that are not addressed in the Program Improvement Plan?
10. Do you have any recommendations?
11. Are there any overarching issues relevant to the entire college?

APPENDIX CC: Redesigned Online Evaluation Survey

PDF attached separately.

Also available online at:

<http://www.mpc.edu/information/accreditation/Distance%20Education%20Evidence%20Documents%20Library2/Revised%20Online%20Instructor%20Evaluation%20Survey%20%2810%29.pdf>

APPENDIX DD: Board Meeting Minutes – 3/24/09, 8/23/11, 3/21/12
PDF attached separately.

Also available online at:

<http://www.mpc.edu/GoverningBoard/Meeting%20Agendas/MinutesMarch24,2009.pdf>
<http://www.mpc.edu/GoverningBoard/Meeting%20Agendas/8.23.2011%20Minutes.pdf>
http://www.mpc.edu/GoverningBoard/Meeting%20Agendas/3_21_2012%20Minutes.pdf

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APPENDIX EE: California Community College Chancellor's Office Approved Programs

(Attached separately)

PROGRAM	DEGREE	DEPT.	COURSE #	COURSE TITLE
Accounting	Associate in Science (Career Technical)	BUSI	1A	Financial Accounting
Accounting	Certificate of Achievement (Career Technical)	BUSI	1A	Financial Accounting
Administration of Justice - Corrections	Certificate of Training	ADMJ	6	Introduction to Evidence
Administration of Justice - Law Enforcement	Associate in Science (Career Technical)	ADMJ	3	Community and Human Relations
Administrative Assistant	Associate in Science (Career Technical)	BUSI	18	Business Law
Administrative Assistant	Certificate of Achievement (Career Technical)	BUSI	18	Business Law
Administrative Assistant - Fast Track: Entry-Level Office Worker	Certificate of Training	BUSI	70	Business Communications
Anthropology	Associate in Arts (Transfer Preparation)	ANTH	4	Introduction to Cultural Anthropology
Business Administration	Associate in Arts (Transfer Preparation)	BUSI	1A	Financial Accounting
Child Development	Associate in Science (Career Technical)	CHDV	1	Child Growth and Development
Child Development	Certificate of Achievement (Career Technical)	CHDV	1	Child Growth and Development
Computer Networking	Associate in Science (Career Technical)	CSIS	76	Networking Fundamentals
Computer Networking	Certificate of Achievement (Career Technical)	CSIS	76	Networking Fundamentals
Computer Science and Information Systems	Associate in Arts (Transfer Preparation)	CSIS	1	Introduction to Computer Science and Information Systems
Computer Software Applications	Associate in Science (Career Technical)	CSIS	76	Networking Fundamentals
Computer Software Applications	Certificate of Achievement (Career Technical)	CSIS	76	Networking Fundamentals
Creative Writing	Certificate of Training	ENGL	5	Introduction to Great Books
Early Childhood Education	Associate in Arts (Transfer Preparation)	CHDV	1	Child Growth and Development
Early Childhood Education	Associate in Science (Career Technical)	CHDV	1	Child Growth and Development
Early Childhood Education	Certificate of Achievement (Career Technical)	CHDV	1	Child Growth and Development
Economics	Associate in Arts (Transfer Preparation)	BUSI	1A	Financial Accounting
Engineering	Associate in Arts (Transfer Preparation)	ENGR	2	Engineering Design Graphics
English	Associate in Arts (Transfer Preparation)	LING	15	Introduction to Linguistics
English: Great Books	Certificate of Training	ENGL	5	Introduction to Great Books
Entrepreneurship	Associate in Science (Career Technical)	BUSI	1A	Financial Accounting
Entrepreneurship	Certificate of Achievement (Career Technical)	BUSI	1A	Financial Accounting
General Business	Associate in Science (Career Technical)	BUSI	1A	Financial Accounting
General Business	Certificate of Achievement (Career Technical)	BUSI	1A	Financial Accounting
General Business – Fast Track: General Business	Certificate of Training	BUSI	1A	Financial Accounting
General Studies: Arts and Humanities Emphasis	Associate in Arts (Non-Career Technical)	ART	1	Introduction to the Arts
General Studies: Communication and Analytical Thinking Emphasis	Associate in Arts (Non-Career Technical)	BUSI	42	Human Resources Management
General Studies: Intercultural Studies Emphasis	Associate in Arts (Non-Career Technical)	ENGL	40	American Literature
General Studies: Natural Science Emphasis	Associate in Arts (Career Technical)	ASTR	10	Introduction to Astronomy
General Studies: Social Science Emphasis	Associate in Arts (Non-Career Technical)	CHDV	1	Child Growth and Development
Hospitality Management	Associate in Arts (Transfer Preparation)	BUSI	1A	Financial Accounting
Human Services	Associate in Science (Career Technical)	CHDV	1	Child Growth and Development
Human Services	Certificate of Achievement (Career Technical)	CHDV	1	Child Growth and Development
International Business	Associate in Science (Career Technical)	BUSI	1A	Financial Accounting
International Business	Certificate of Achievement (Career Technical)	BUSI	1A	Financial Accounting
Office Technology	Associate in Science (Career Technical)	BUSI	18	Business Law
Office Technology	Certificate of Achievement (Career Technical)	BUSI	18	Business Law
Office Technology - Fast Track: Entry-Level Office Worker	Certificate of Training	BUSI	70	Business Communications
Political Science	Associate in Arts (Transfer Preparation)	HIST	17	History of the United States I
Psychology	Associate in Arts (Transfer Preparation)	MATH	16	Elementary Statistics
Real Estate	Associate in Science (Career Technical)	BUSI	18	Business Law
Real Estate	Certificate of Achievement (Career Technical)	REAL	50	Principles of Real Estate
Retail Management	Certificate of Achievement (Career Technical)	BUSI	1A	Financial Accounting
Secretarial	Associate in Science (Career Technical)	BUSI	18	Business Law
Secretarial	Certificate of Achievement (Career Technical)	BUSI	18	Business Law
Secretarial - Fast Track: Entry-Level Office Worker	Certificate of Training	BUSI	70	Business Communications
Sociology	Associate in Arts (Transfer Preparation)	MATH	16	Elementary Statistics
Web Designer	Certificate of Training	CSIS	76	Networking Fundamentals
Women's Studies	Associate in Arts (Non-Career Technical)	ENGL	11	Literature by and About Women

APPENDIX FF: Curriculum Advisory Committee Curriculum Basics Handbook

PDF attached separately.

Also available online at:

<http://www.mpc.edu/curriculumadvisorycommittee/CAC%20Handbook/Forms/AllItems.aspx>

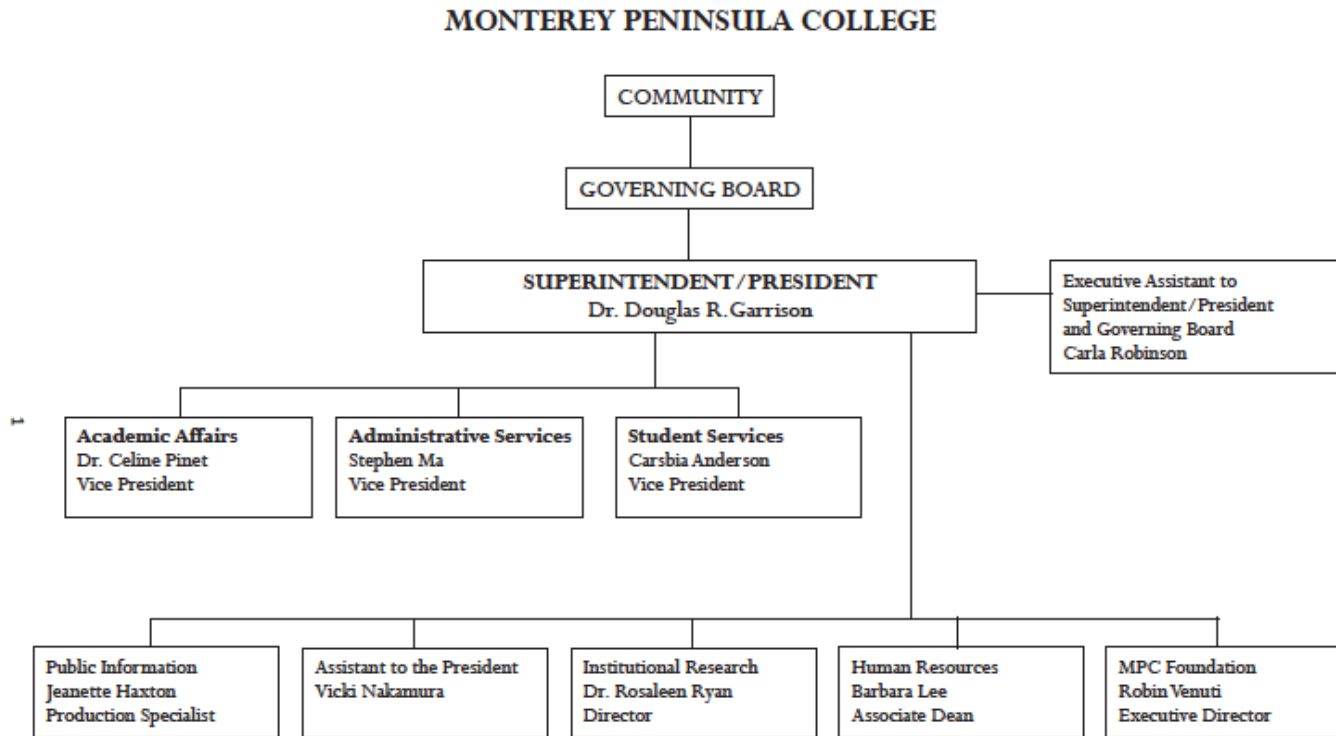
APPENDIX GG: Curriculum Advisory Committee Bylaws

PDF attached separately.

Also available online at:

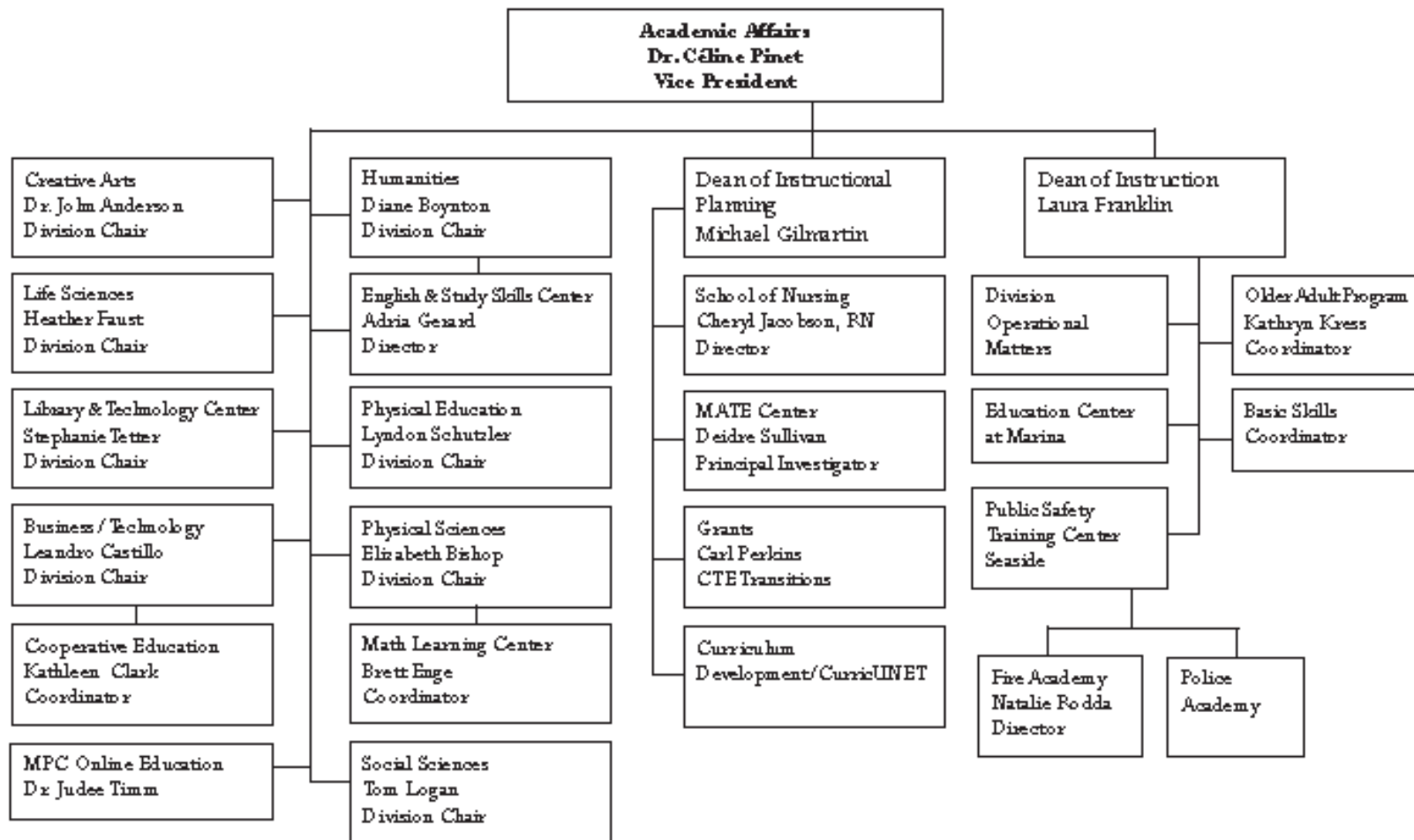
<http://www.mpc.edu/curriculumadvisorycommittee/Documents/ApprovedCACbylaws%28with%20Technician%29.pdf>

APPENDIX HH: MPC Organization Charts



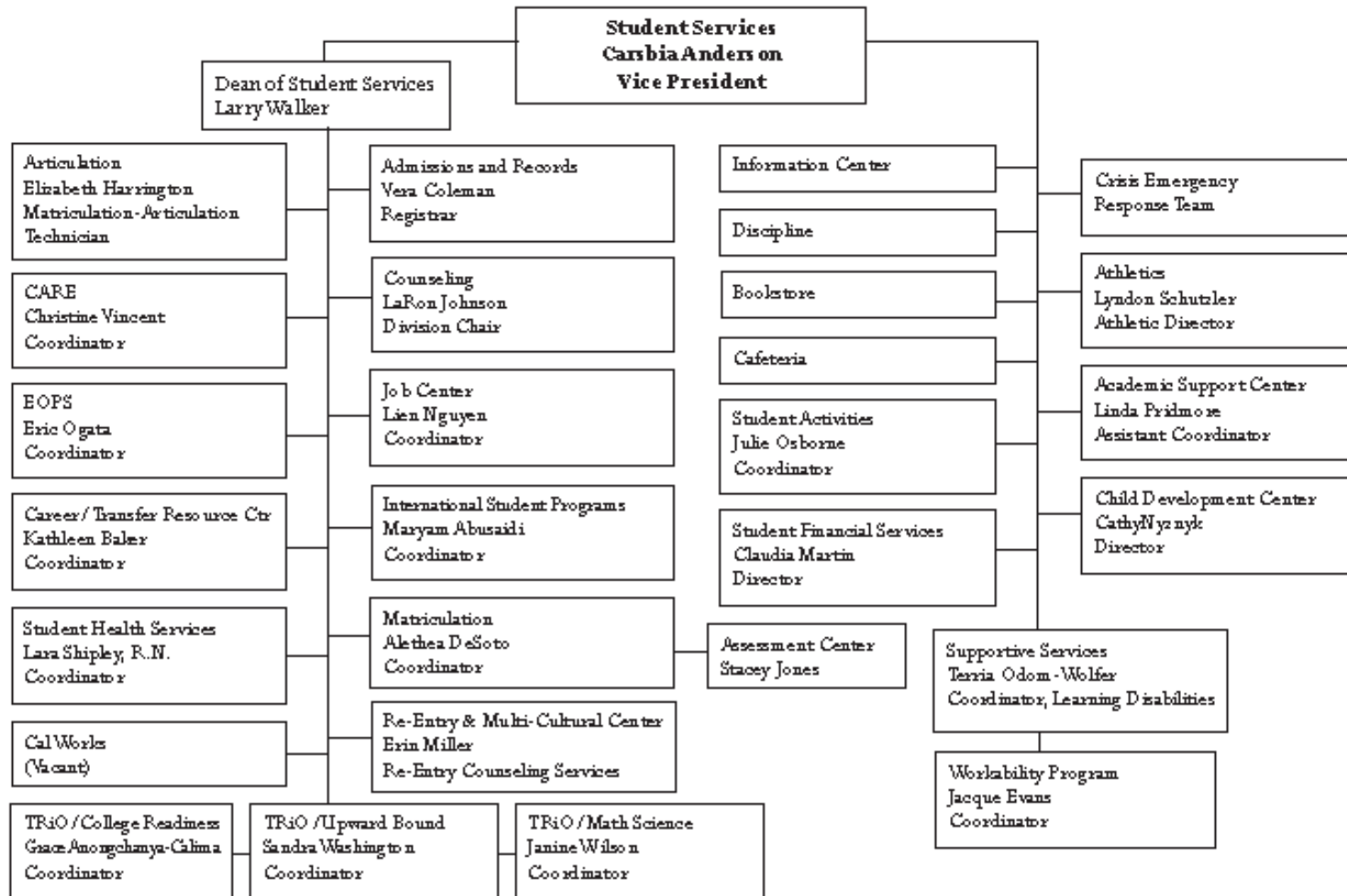
March 2012

**MONTEREY PENINSULA COLLEGE
ACADEMIC AFFAIRS 2012-2013**



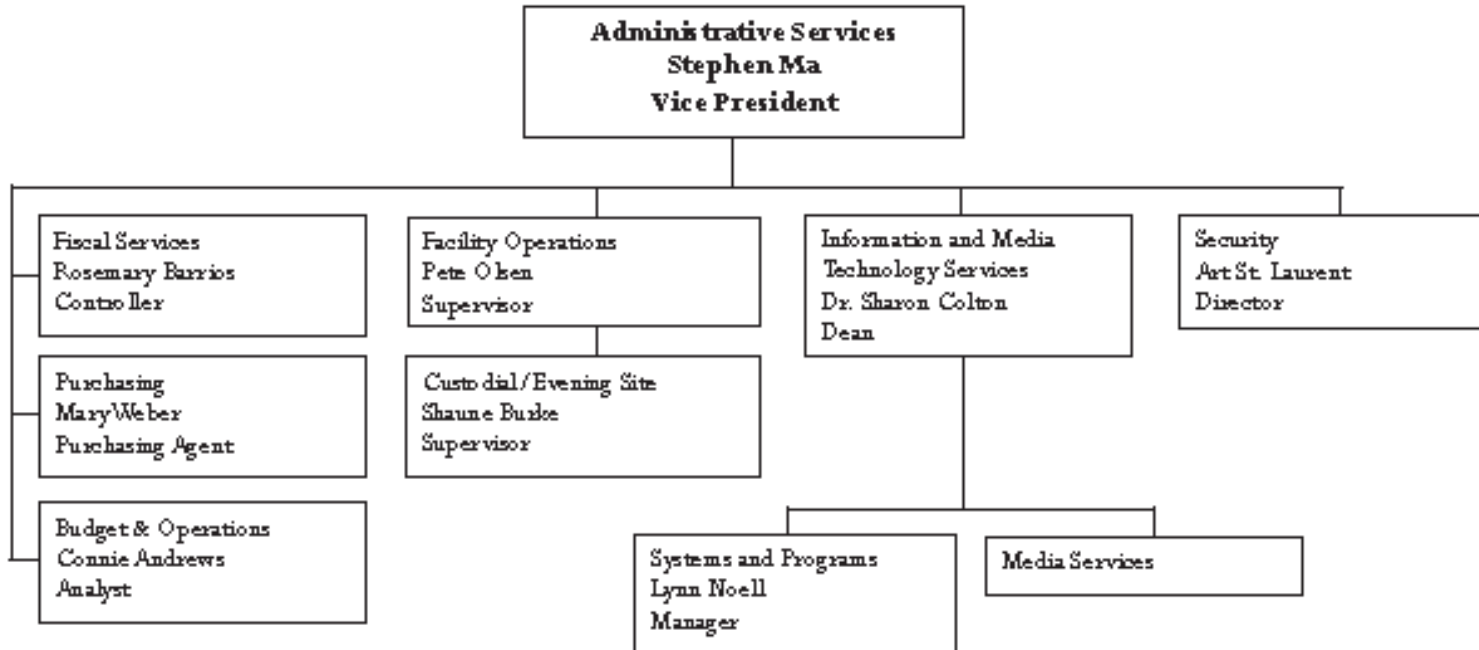
March 2012

**MONTEREY PENINSULA COLLEGE
STUDENT SERVICES 2012-2013**



March 2012

**MONTEREY PENINSULA COLLEGE
ADMINISTRATIVE SERVICES 2012-2013**



March 2012

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APPENDIX II: March 8-11, 2010 ACCJC Accreditation Team Report

PDF attached separately.

Also available online at:

<http://www.mpc.edu/information/accreditation/Accreditation%20Documents/Accreditation%20Team%20Report%20March%208-11%202010.pdf>

APPENDIX JJ: ACCJC 2ND Follow-Up Letter to Dr. Garrison
PDF attached separately.

Also available online at:

<http://www.mpc.edu/information/accreditation/Distance%20Education%20Evidence%20Documents%20Library2/ACCJC%20Followup%20Letter%20to%20Dr%20Garrison%202-1-12%20%281%29.pdf>

APPENDIX KK: Board Meeting Minutes 5/24/11

PDF attached separately.

Also available online at:

<http://www.mpc.edu/GoverningBoard/Meeting%20Agendas/5.24.2011%20Minutes.pdf>