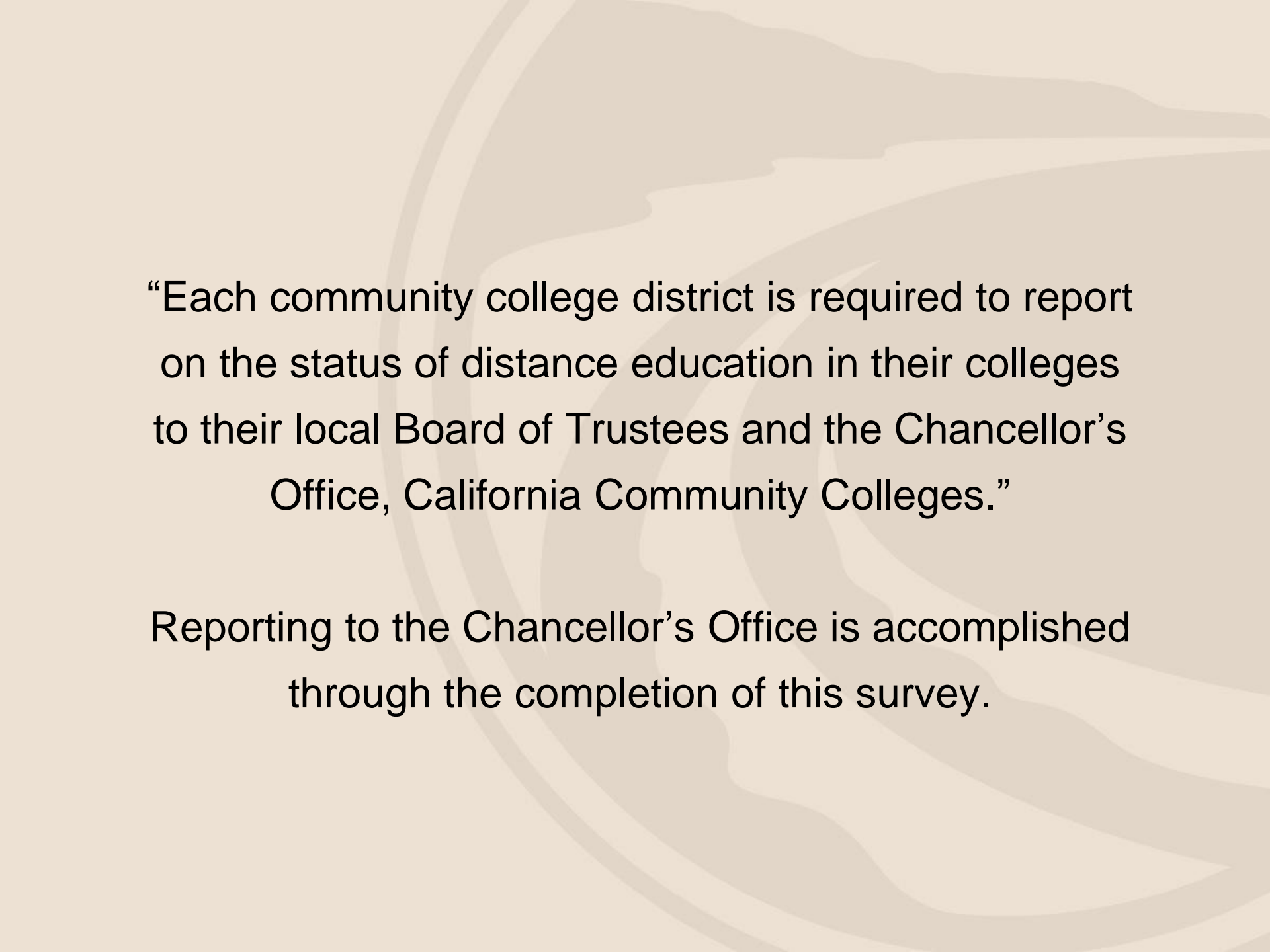




MONTEREY PENINSULA
COLLEGE

**CCC Chancellor's Office 2014-2016
Annual Distance Education Survey**



“Each community college district is required to report on the status of distance education in their colleges to their local Board of Trustees and the Chancellor’s Office, California Community Colleges.”

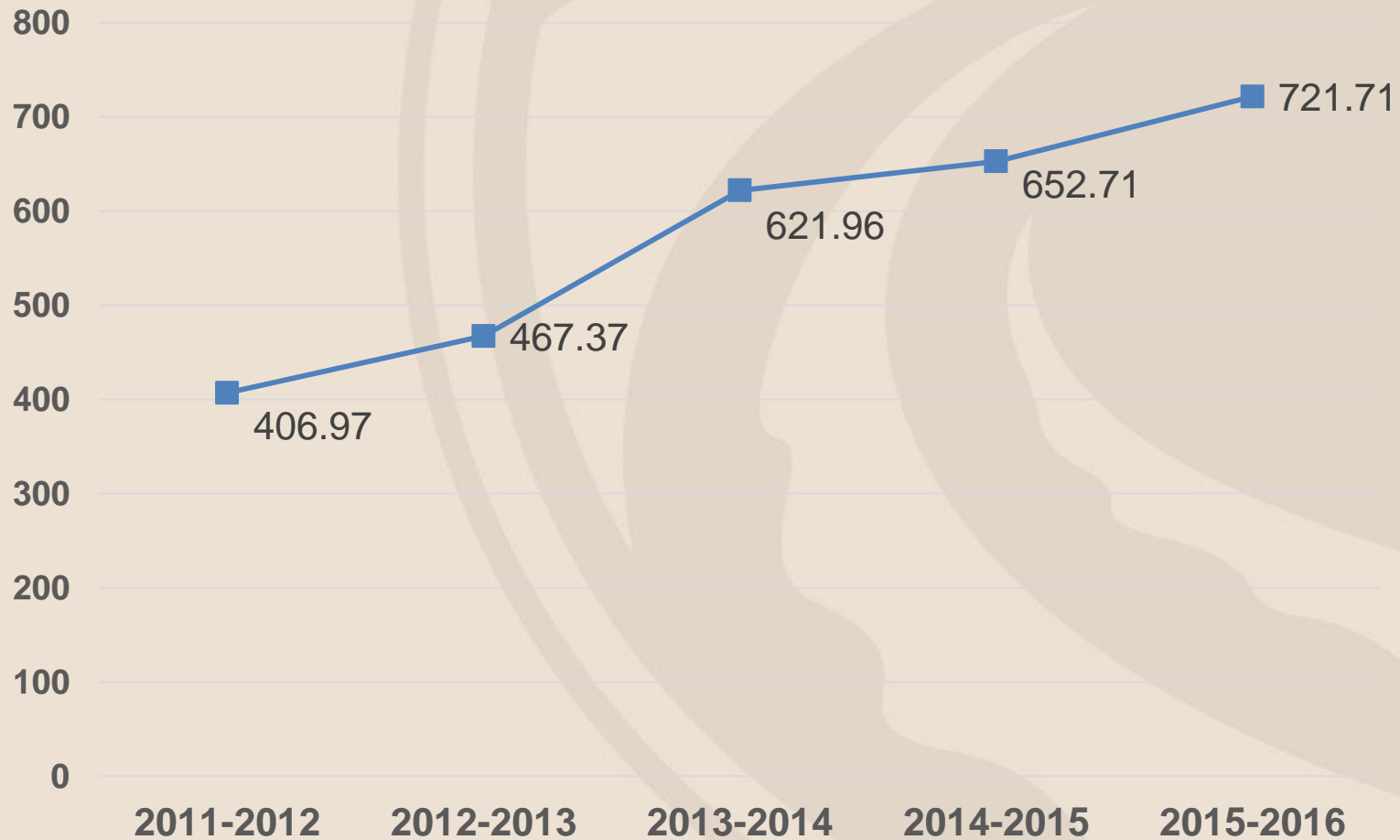
Reporting to the Chancellor’s Office is accomplished through the completion of this survey.

DE Courses @ MPC

- How many DE Courses were developed at your college from July 1, 2014-July 1, 2016?
 - 17** New courses (that did not exist before) approved for online delivery
 - 58** Existing face-to-face courses approved for online delivery

DE Growth @ MPC

Distance Education FTES



Most Common Support for Online Course Development at MPC

- Training provided by college staff
- Flex-day sessions on DE
- Faculty's own initiative, working alone
- Training provided by @ONE/OEI
- Online self-paced tutorials
- Collaboration among faculty
- Instructional designers working with faculty



Course Management System

- **MPC Online (Moodle)**

- used by MPC since 2007
- being phased out summer 2017

- **Canvas**

- NEW Common CMS for California CC's
- adopted by MPC spring 2016
- transition spring 2016 through summer 2017
- fully implemented fall 2017

The screenshot shows the Moodle interface for the course 'ECON 4 Spring 16'. The top navigation bar includes 'Home' (highlighted), 'Grades', 'Modules', 'Assignments', 'People', 'Announcements', 'NetTutor', and 'Class Climate'. A vertical sidebar on the left contains icons for 'Account', 'Dashboard', 'Courses', 'Calendar', 'Inbox', and 'Help'. The main content area displays the course title 'ECON 4 (0173) Spring 16-A' and a logo for 'MICROECONOMICS'. Below the logo, a paragraph states: 'In this course you will learn core microeconomic and how Economists have come to describe the lens of an Economist. Begin learning by reviewing'. A section titled 'COURSE SYLLABUS' follows, with a sub-section 'STEVE'S ONLINE OFFICE (NEW! tip on week 6 in)'. The syllabus is divided into two parts: 'PART 1 - LEARNING OBJECTIVE 1 - Utilize the concept of opportunity costs, and rational behavior.' and 'PART 2 - LEARNING OBJECTIVE 2 - Discuss how market failures.' Each part lists seven weeks with their respective topics and dates.

ECON 4 Spring 16

Home
Grades
Modules
Assignments
People
Announcements
NetTutor
Class Climate

Account
Dashboard
Courses
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Inbox
Help

ECON 4 (0173) Spring 16-A

MICROECONOMICS

In this course you will learn core microeconomic and how Economists have come to describe the lens of an Economist. Begin learning by reviewing

COURSE SYLLABUS

STEVE'S ONLINE OFFICE (NEW! tip on week 6 in)

PART 1 - LEARNING OBJECTIVE 1 - Utilize the concept of opportunity costs, and rational behavior.

[Week 1 - Scarcity \(Feb 1 - Feb 7\)](#)

[Week 2 - Production Possibilities Model \(Feb 8 - Feb 14\)](#)

[Week 3 - Review / Exam \(Feb 15 - Feb 21\)](#)

PART 2 - LEARNING OBJECTIVE 2 - Discuss how market failures.

[Week 4 - Supply and Demand \(Feb 22 - Feb 28\)](#)

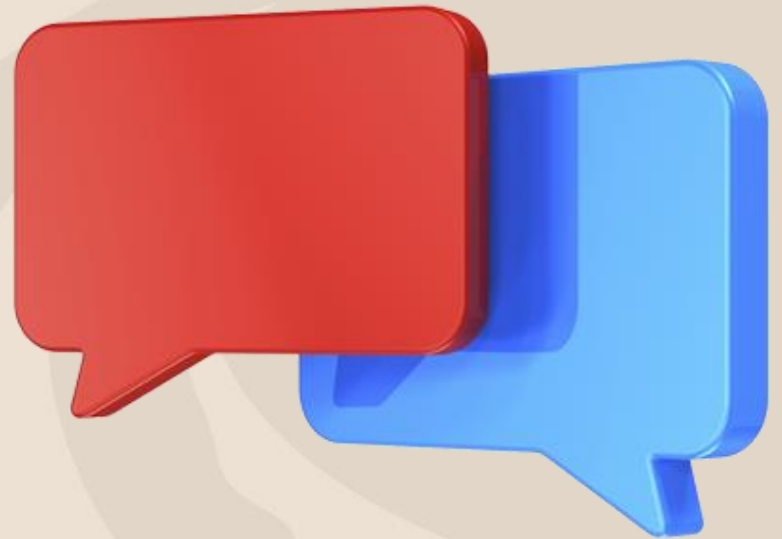
[Week 5 - Market Equilibrium \(Feb 29 - March 6\)](#)

[Week 6 - Shifting Demand and Supply \(March 7 - March 13\)](#)

[Week 7 - Market Failure and Efficiency \(March 14 - March 20\)](#)

Common Types of Faculty/Student Interaction in Online Courses

- Online Discussions
- Email
- Grade book/feedback and comments
- Course Announcements
- Telephone meetings
- Class Chat Room
- Twitter / Other Social Media
- Text messages (via cell phone)



Student Authentication

- Single Sign-on/Common Authentication Services
- Online exam monitoring and browser “lock-down”
- Writing-style/plagiarism detection software
- On-campus proctoring for exams



Student Services

- Services described through campus website
- Some services provided through interactive web pages
- Services offered by phone or chat
- Students can complete many transactions without coming to campus
- Online records accessible to students

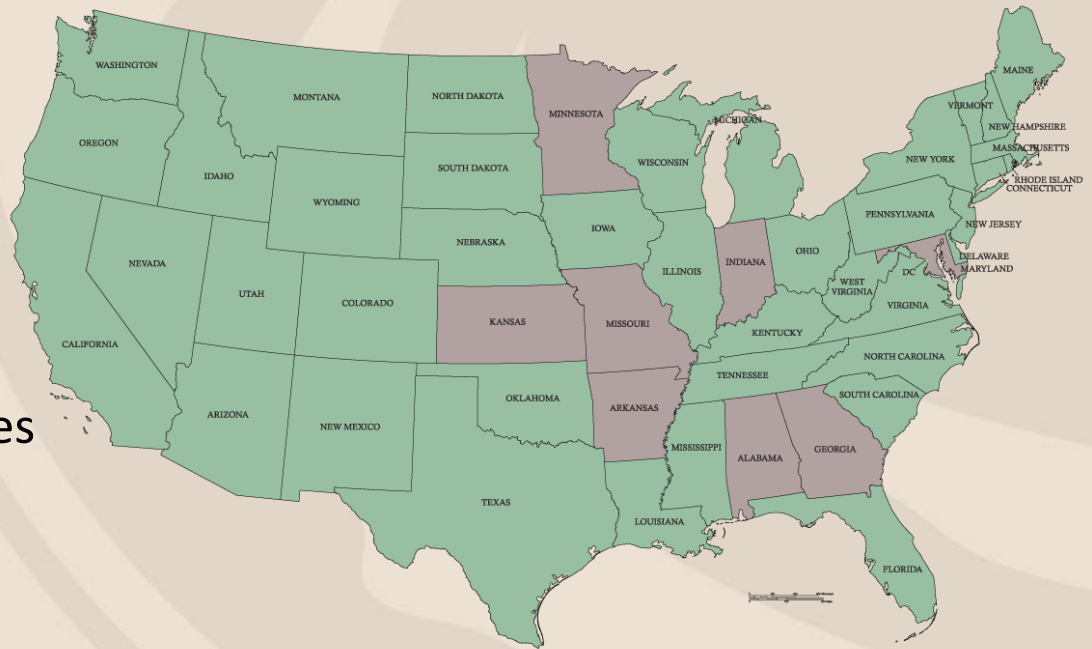


Student Retention Strategies

- Online student orientation and support resources
- Instructional redesign of curriculum to ensure more frequent engagement online
- Proactively contacting students when pre-determined parameters of participation are not reached.
- Use of predictive analytics from CMS
- Flex Day and semester-long drop-in workshops related to engaging and retaining online students

State Authorization

- USDOE expects each institution offering distance education courses to demonstrate that it has the proper approval(s) in each state in which it serves students
- We served 12 out-of-state students in spring 2017
- We have initiated 50 applications for approval by other states
- We have received 41 approvals to date.



“I capture in my classes a whole new type of MPC student. These students have work or family commitments— they are doing their best to earn a degree or transfer but simply cannot attend all of their classes in a traditional face-to-face setting.”

— Dr. Steve Albert, Economics Instructor

“Online classes make learning available to more students. I teach online because I know that there is a whole population of students who would not be able to take my course otherwise. As a result, I get to interact with a wide variety of students from the local area and beyond!”

— Dr. Ana Garcia-Garcia, Earth Sciences Instructor

“Online education is a way to reach students who want to work toward a degree or certificate, but could not access education any other way. I'm here for students to access learning no matter the obstacle, so online teaching is an obvious part of a community college teaching repertoire.

— Dr. Elizabeth Dilkes Mullins, History Instructor

“I love the diversity of students in my online classes and that they provide greater opportunities to engage with students who might not normally speak up in the classroom. Teaching online has made me a better face-to-face teacher.”

— Molly Jansen, Hospitality Instructor