

Substantive Change Proposal

The Addition of Programs where 50% or More of a Program is 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 reason for it.

A.1. Concise Description of the Proposed 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:

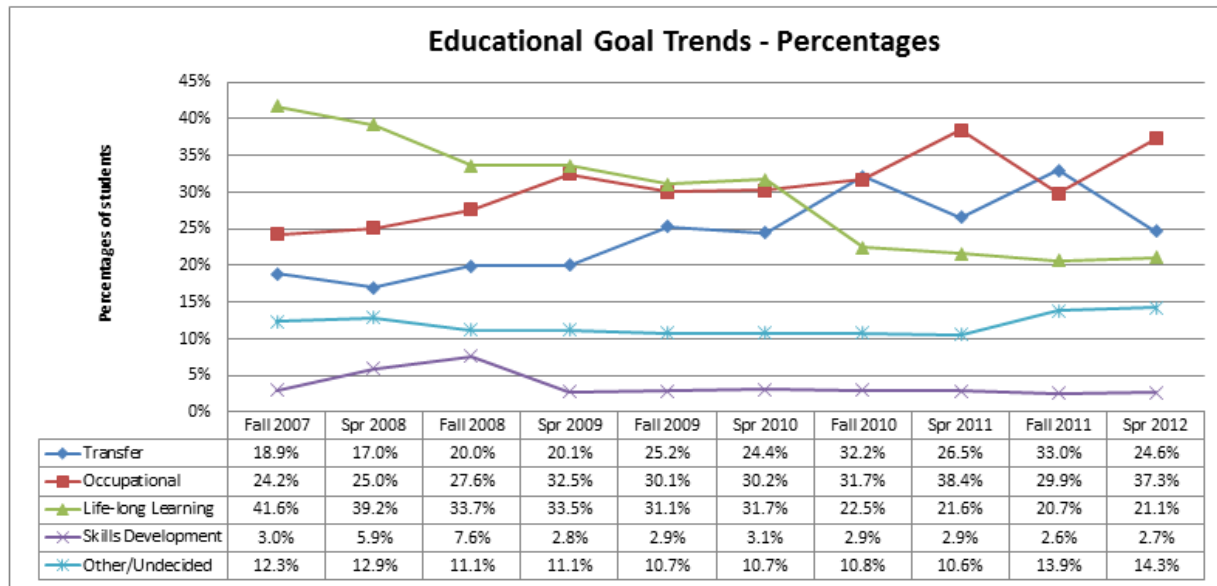
Specific requirements and course options for the listed Associate of Arts degrees, Associate of Science degrees, Certificates of Achievement, Certificates of Training, and IGETC and CSU GE-Breadth general education transfer requirements are shown in detail in [Appendix B](#).

A.2. Discussion of the Rationale for the Change

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 chart from MPC’s 2012 Profile Enrollment Demographics Trends 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

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allowing for the incorporation of interactive technologies and a variety of media applications into courses and services.

Monterey Peninsula College 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 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 D](#)), 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 E](#)).

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 F](#).

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.

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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%

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.)

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 G](#)); 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.

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As the brief history above has demonstrated, 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 as the college works to meet these goals. An Institutional Committee on Distance Education (ICDE) has been established as a standing committee in the shared governance process at MPC, and this body has developed the online course approval document and process in collaboration with the Curriculum Advisory Committee (CAC) (Section C and [Appendix H](#)). The college has committed resources for establishment of MPC Online as cost center, with its own mission statement, goals, and objectives (Section C, [Appendix M](#) #15c, #15d, and #43b). Online courses have been incorporated into the regular course and program review, planning, and resource allocation process (Section D).

The requested change will allow Monterey Peninsula College to continue to best serve its 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

Distance Education Program.

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.

MPC General Education Programs:

Students can select from one of three general education programs for many of their Associate Degree programs: MPC GE, CSU GE-Breadth, or IGETC. See [Appendix B](#) for the five components of the GE programs and the courses that satisfy each component.

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

The California State Board of Education has authorized the Monterey Peninsula College Board of Trustees to confer the Associate in Arts and Associate in Science degrees. These Associate Degrees use the MPC General Education requirements. The Associate in Arts degree is awarded in the liberal arts areas; the Associate in Science degree is awarded in the science, technical, and vocational fields.

This Associate degree is awarded upon satisfaction of the following:

Competency Requirements

Reading and Writing

Completion with a grade of “C” or better of English 1A or by a verified equivalent course successfully completed at another college, reading and writing competencies of 3, 4, or 5 on the Advanced Placement exam or 50th percentile on the CLEP subject exam in English Composition with essay.

Mathematics

Completion or Credit by examination with a grade of “C” or better of Math 263 (Intermediate Algebra and Coordinate Geometry) or higher math course, or equivalent intermediate algebra or

higher course from another university or college, achievement of 3, 4, or 5 on the Advanced Placement Math Calculus AB or BD exam, or 50th percentile on the CLEP subject exam in College Algebra, Calculus or Trigonometry.

Information Competency

Completion or Credit by examination of LIBR 50 with a credit of “CR”, completion of an equivalent course at another college or university, completion of the Information Competency Requirement at another college or university, a Satisfactory score on the Information Competency proficiency exam (0 units).

Major

Completion, with at least a “C” average, of all courses in one of the Occupational majors or Academic Area/Non-Occupational.

General Education

For Occupational majors, completion of the 21-unit MPC General Education

Units/Grade Point Average

Completion of a minimum of sixty (60) degree-applicable units with a 2.00 (“C”) grade point average. Only courses numbered 1-299 may apply toward the Associate Degree beginning Fall 1995. When a student has completed more than the required sixty units, those sixty units of courses in which the student has earned the highest grades will be taken into account in computing his/her graduation grade point average.

Residence Requirement

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):

In order to earn one of these degrees, students must complete 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does 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).

Associate in Arts and/or Associate in Science Degrees with 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. 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.

Associate in Arts and/or Associate in Science Degrees with 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.

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.

C. A description of the planning process which led to the request for the change, how the change relates to the institution's stated mission, the assessment of needs and resources which has taken place, and the anticipated effect of the proposed change on the rest of the institution.

C.1 Planning Process Leading to the Request for Change

Early Distance Learning Programs

Monterey Peninsula College (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 seminar, mid-terms, and final tests.

In 1985-1986, MPC broadened its distance education offerings to include courses via radio, videotape, and correspondence. Students checked out videos from the MPC library or from the library at the Defense Language Institute (DLI). DLI students liked the distance education program because at the time, DLI could not give degrees. Many DLI students received a degree from MPC through a combination of the Living Room Courses and Cooperative Work Experience. Courses were offered in Anthropology, Astronomy, Data Processing, Health, Interdisciplinary Studies, Personal Development, Psychology, and Sociology.

Expansion to Online Courses

In 1999, MPC requested and received a grant from the David and Lucile Packard Foundation ([Appendix D](#)) to support the college's efforts to move forward with implementation of a distance learning program that could be delivered through the Internet. The "Collaborative Training for Online Course Development" grant provided for focused on-site workshops designed to foster creative development of online courses using both a "team" and "train the trainer" approach.

As stated in the grant proposal, the college's goal was to offer a minimum of twenty online courses by 2001/2002. This would allow the college generate over half the FTES needed to meet the annual growth target that had been specified for MPC by the California Community Colleges Chancellor's Office. By 2002/2003, the goal was 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.

To reach these expansion goals, the grant proposed that a consultant experienced in designing online courses come to work with a group of eight MPC faculty for three days in Fall 1999 and two days in Spring 2000. After the fall consultant visit, the faculty would design online courses in their own areas in preparation for the spring visit, where the consultant would review the results of their work. The following year, in Fall 2000 and Spring 2001, these same faculty members 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.

Online distance learning offerings at MPC began with 9 sections of distance learning courses in 1999/2000. In Fall 2000, online course delivery included courses in Computer Science & Information Systems, Library Services, Personal Development, Physical Fitness, and Political

Science. At this time, the college made a conscious decision to convert some existing successful on ground courses to online delivery.

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.

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%

Further Integration into Institutional Review Processes

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 Council (CAC) approved a mission statement for Distance Education to guide development of and improvements to courses offered via interactive distance technologies ([Appendix H](#)) 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 I](#)). 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 J](#)). 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.

Distance Education Task Force

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 K](#).

ACCJC Evaluation Team Visit, Spring 2010

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 L](#)), 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).

Institutional Committee on Distance Education (ICDE)

In response to accreditation team’s recommendations, a plan ([Appendix M #1**](#)) was developed that included replacing the Distance Education Task Force with an Institutional Committee on

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Distance Education (ICDE). Members would represent 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.

On September 7, 2010, this plan was presented to the College Council where consensus was reached to proceed with forming the ICDE ([Appendix M #2](#)). After the proposal's second reading on September 21, 2010, the College Council approved the proposal in its entirety ([Appendix M #3](#)), formally establishing the ICDE as a standing committee in the shared governance process at Monterey Peninsula College.

Committee bylaws were established and approved outlining the purpose, function, and structure of this recommending body for the administration of the MPC Online Center ([Appendix N](#)), and the committee was given a reporting line to the Academic Senate ([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 M #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 M #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 M #18](#)) that was developed to keep the campus community informed.

A draft of "Response to ACCJC Accreditation Recommendation #4 On Distance Education" ([Appendix M #19](#)) was then vetted through the shared governance process ([Appendix M #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.

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 M #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 M #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 M #15c, #15d](#)) and Board of Trustees on September 27, 2011 ([Appendix M #43b](#)).

ACCJC Follow-Up Report #2

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 summary of the planning and preparation that has taken place in preparation for the substantive change requested in this document. The full report is given in [Appendix P](#); the major points of this report are summarized below.

Recommendation 2: Clear Protocols and Strategic Goals

In the second element of Recommendation #4, the team suggested "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."

The ICDE now oversees the development of formal reporting procedures. The committee has also 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. (See [Appendix N](#) for a thorough description of the ICDE and its activities.)

In addition, MPC has made a long-term commitment to the growth and development of distance education through a dedicated resource allocation for the MPC Online Cost Center. The MPC Online Cost Center was also included as one of the strategic initiatives of the MPC 2012-2017 Education Master Plan ([Appendix R](#)).

The Center was established to support the college's primary goal, i.e., to "Promote academic excellence and student success," by supporting the development and delivery of quality online courses and programs. The Center has administrative responsibility and the focused priority of providing support and oversight for online instruction. The Center's dedicated funding stream (2011-2012 approved budget) provides:

- Support services ([MPC Online Help Desk](#)) and information for students taking online courses.
- Support services and professional development opportunities for instructors at all stages of development and implementation of online courses and programs.
- The MPC Online Website that provides links to critical academic, advising, financial, and counseling support services and programs for online students.
- Evaluation tools and established processes that secure relevant feedback on online course design, implementation, and student learning.

The Center's funding also provides for an assigned Faculty Coordinator (40% load assignment) and instructional technology specialist (50% load assignment). The faculty coordinator reports directly to the Vice President of Academic Affairs. The approved proposal includes funding for staff development, supplies, and server support. It also outlines job descriptions for each staff member.

Recommendation 1: Evaluation of Online Student Learning Experiences

The second major area addressed in Follow-Up Report #2 ([Appendix P](#)) is the team's recommendation to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses. Both the evaluation of online academic experiences (IIA.2) and the review of online access to student services (IIB.3a) are included in this recommendation. Again, the discussion below summarizes the college's response in Follow-Up Report #2.

Resolution to Evaluation of Online Academic Experiences

The plan proposed by the ICDE and approved by the MPC College Council included the following components:

- a. Review the tool and process used for online student evaluations to make sure students can and do provide relevant feedback on their online learning experience.

- b. Review best practices for online course construction and implementation as a basis for developing general guidelines/standards for instructor peer evaluations and Curriculum Advisory Committee online course reviews.
- c. Educate faculty peer evaluators and evaluatees on expected general guidelines and standards for online course design and implementation.

The process for online teaching evaluations is equivalent to the evaluation process used for traditional face-to-face courses as defined in the MPCTA union contract. More information about the evaluations are administered can be found in [Appendix P, p. 3-4](#).

In reviewing the online student evaluation process, it was found that the student response rate for online course evaluations was negligible. Initially, the ICDE assumed that many students were not responding because they were not receiving the evaluation tool, and the survey items did not relate well to the online format. As a result of this review, the survey was modified in a collaborative effort between faculty union representatives, the Faculty Coordinator for Distance Education, and the Dean of Instruction.

In Spring 2012, the survey used for evaluation of online teaching ([Appendix S](#)) was redesigned, approved by all necessary governance bodies, and implemented in all distance education evaluations. The college continues to monitor this process to improve student participation in providing quality feedback to all our online instructors.

To address best practices and guidelines for course design and implementation, professional development workshops were offered on campus that focused on maintaining administrative quality, best practices in online instruction, and technology tools for online learning. The purpose of these workshops was to educate the campus community regarding general guidelines and standards for online course design and implementation. These workshops were offered once a month during the spring 2011 semester and were well attended by both faculty and administrators. Monthly workshops continued to be offered throughout the 2011-2012 academic year. In addition to these workshops, a spring 2011 Flex Day presentation was given by ICDE, and a new online newsletter has been launched to keep instructors informed of current developments in online education ([Appendix M #45a, #45b](#)). The Flex Day Committee provides the ICDE a standing presentation slot for all Flex Days.

Resolution of Online Student Access to Student Services

As indicated in Follow-Up Report #2, the ICDE developed a plan to address student access to online student services ([Appendix P, p. 6-7](#)). That plan, as approved by the College Council, includes 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 updated and reviewed for accuracy on a systematic basis. ([Appendix M #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](#)). A brief summary of actions follows below.

Results of Online Student Access to Student Services

The ICDE conducted a review of student services that can be accessed online and from the college website for ease in accessing these services and information. The subcommittee of the ICDE developed a status report on the current links and recommended updates to the MPC Online website

The college website was reviewed, and student services available from the main MPC site were noted, as follows (see Appendix O for full descriptions of these resources):

Information about student services programs can be accessed from the Student Services link in the side navigation bar. A link to an online advisor located on the Counseling/Advisement services site provides access for online students who need specific programmatic information. There are also links to job placement services via the Student Services link.

The Financial Aid link in the navigation bar provides comprehensive information about the Board of Governors Grant (BOGG) fee waiver, federal financial aid, and scholarships. In addition to general information about financial aid, students are also able to check their status in the financial aid process.

Academic support information is offered through the College Success link in the top navigation panel. This site provides information and online activities on topics such as time management, information literacy, and reading strategies.

An awareness of these support resources is built into each online course. On every course outline for online courses, faculty are required to state the student support services needed to ensure student success, and stipulate a plan for referring students to the appropriate services.

Electronic books (e-books) and online databases support student learning for distance education and students taking online classes. The library also provides telephone and email reference services, online library card applications, and the ability to search for, request, and renew physical materials via the online catalog.

Additional Plans for Improving Online Student Access to Student Services

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.

C.2 Evidence of a Clear Relationship to the Institution's 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 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.

The Distance Education Goals and Objectives further demonstrate how MPC Online fits within the college's institutional mission:

Distance Education Goal and Objectives:

Establish "MPC Online" 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.

The structure, mission, and goals of the MPC Online Cost Center further support the development and delivery of quality online courses and programs that in turn enable students to meet their academic goals.

Strategic Initiative for Distance Education

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* ([Appendix T](#)), which has been included in the College's 2012-2017 Education Master Plan. 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.3 Assessment of Needs and Resources

Using ACCJC recommendations for distance education as a guide, the 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 M #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 reviewing these areas, 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. The full text of that document is given in [Appendix M #19](#).

C.4 Anticipated Effect of the Proposed Changes on the Rest of 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

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this substantive change will enable MPC to better serve students during the duration of the construction project and beyond.

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.

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

D.1 Evidence of sufficient human resources and management processes to initiate, maintain, and monitor change

Administrative Oversight. Please see [Appendix O](#) for the Organizational Chart Showing current Human Resources Support of Distance Education.

Historically, the distance education program has been a joint responsibility between Academic Affairs and Administrative Services. In fall of academic year 2000-2001, 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 remained responsible for distance education until Fall 2008 even though in Fall 2006 she moved to Administrative Services due to an unexpected vacancy.

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

Subsequent fiscal constraints prompted the college to implement some unplanned cost-saving measures, including the deferral of classified, faculty and administrative positions. One of the deferred administrative positions was the Dean of Instruction, Letters, Arts and Sciences. This deferral reduced the number of instructional deans at the college from three to two and prompted a reorganization of Academic Affairs, shifting the focus of program development from expansion to maintenance. The reorganization also entailed redistributing the duties and responsibilities of three instructional deans among two. In the examination of duties and responsibilities, it became apparent that some initiatives would need to be delayed, while others would receive a lower profile. Economic Development was placed on hiatus and the administrative support for distance education was reassigned to the Dean of Technology and Media Services, who reported to the Vice President of Administrative Services, a non-academic area. The Dean of Technology and Media Services has since retired, as of 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 U](#)) and Director of Information Technology ([Appendix V](#)) positions was determined to be the best course of action to continue moving MPC forward in meeting its goals for distance education ([Appendix W](#)). The Faculty Coordinator for Distance Education will report to the Associate Dean of Instructional Technology and Development position. The Associate Dean of Instructional Technology will report to the Vice President of Academic Affairs. Searches for both positions were begun during the summer of 2012.

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

Reliance on the Institutional Committee on 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.”

The ICDE now oversees the development of formal reporting procedures. 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.

The Center’s funding provides for the assigned Faculty Coordinator (40% load assignment) and instructional technology specialist (50% load assignment). The Faculty Coordinator reports directly to the Vice President of Academic Affairs. The approved proposal includes funding for staff development, supplies, and server support. It also outlines job descriptions for each staff member.

The reporting lines for distance education staff members, and the ICDE in the shared governance process were also established in the campus long-term plan for distance education ([Appendix M #35](#)). 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 M #39](#)). The MPC Foundation continues working on identifying donations for this purpose.

Curriculum Support and Approval Process

Curriculum support for distance education 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. 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.

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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 X](#)), which details the procedures for proposing and revising courses and programs. This process involves both administrative review and thorough review by the CAC members. The membership of the committee includes:

- A faculty member representing each division of the college and the school of nursing
- A representative from the library
- A representative from the Student Services Faculty
- A representative of the Academic Senate
- A representative of Basic Skills Faculty
- A representative of English as a Second Language Faculty
- A student representative
- The college articulation officer
- The Curriculum/Scheduling/Catalog Technician is a non-voting member
- The CurricUNET specialist is a non-voting member
- The Dean of Instructional Planning is a non-voting member

As part of the program review process, curriculum review is constantly occurring, according to the timelines established by the program review process. Please see [Appendix Y](#) for a complete description of the CAC bylaws.

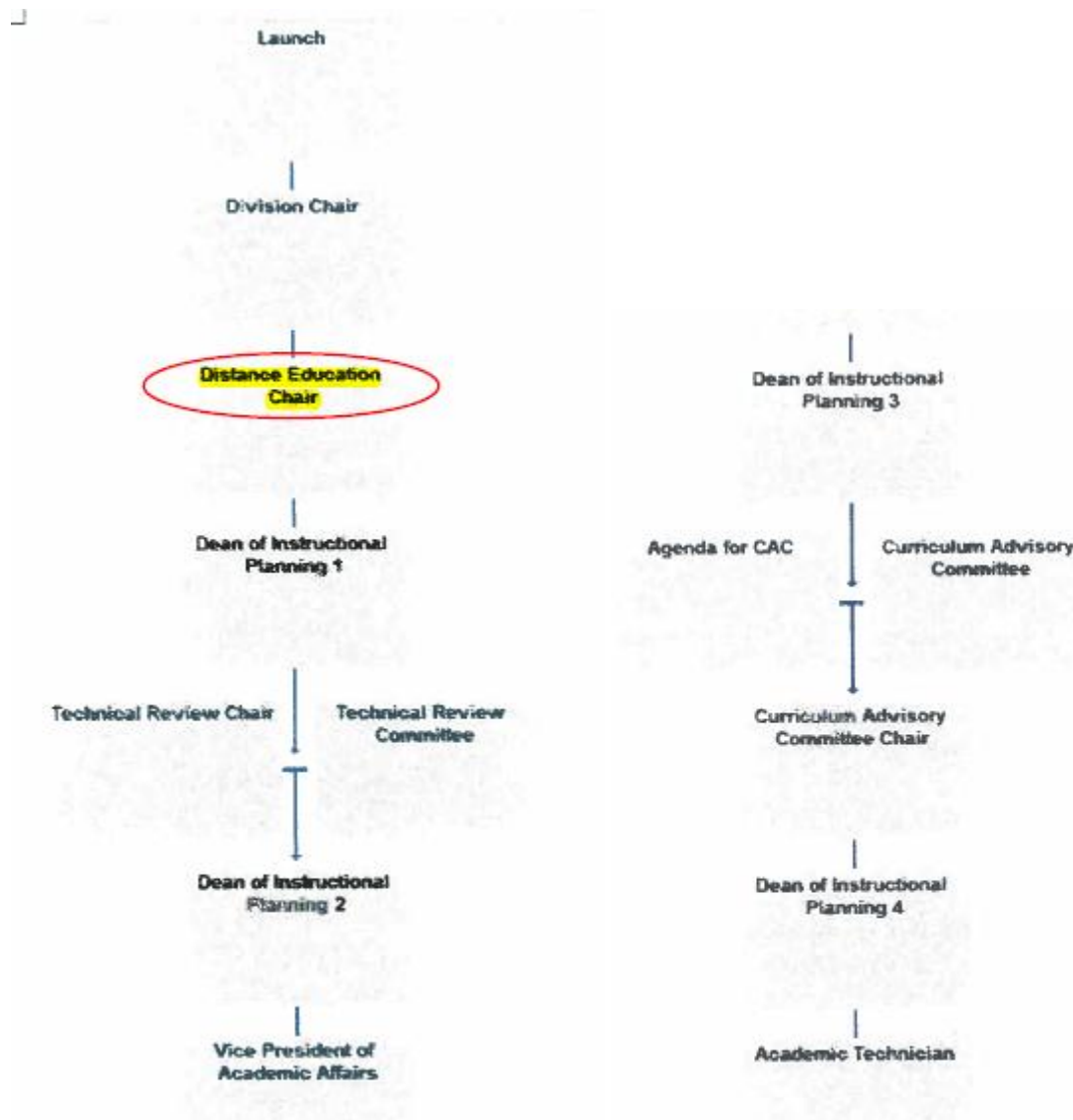
The online course approval process now includes a review and sign-off by a CAC online subcommittee (composed of the Faculty Coordinator of Distance Education, and representatives with background in Library and Technology Services, Online Instruction, and Student Accessibility) before moving forward to the entire Curriculum Advisory Committee. New online courses undergo the same approval process as those offered using the traditional in-person format.

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. CurricUNET offers the following features:

- It uses Web forms for all input required for course and program proposals.
- All input fields are entered into a relational database, thus facilitating searches, and flexible report production.
- All necessary notifications are automated, and all steps in the process are tracked with an automated workflow module. As a result, a real-time view of the workflow for each proposal can be displayed at any time showing the exact current location of the proposal in question.
- Historical tracking of all Courses and Programs.

The graphic below shows the Distance Education Course Proposal process as it is tracked in CurricUNET. 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 M #23](#)) for approval of all hybrid and online courses.



D.2 Evidence of Sufficient Institutional Planning and Resource Allocation Processes

Institutional Planning and Resource Allocation Process

The planning and resource allocation process is the primary institutional planning structure at Monterey Peninsula College. It integrates the development of institutional mission and goals with the submission of program reviews and action plans from individual divisions and areas. It prioritizes potential expenditures, integrates budget constraints, allocates the resources, and provides authorization for implementing plans. The planning and resource allocation process systematically evaluates effectiveness and emphasizes accountability by evaluating the attainment of goals in each component of the college.

Technology and Distance Education Planning and Resource Allocation Process

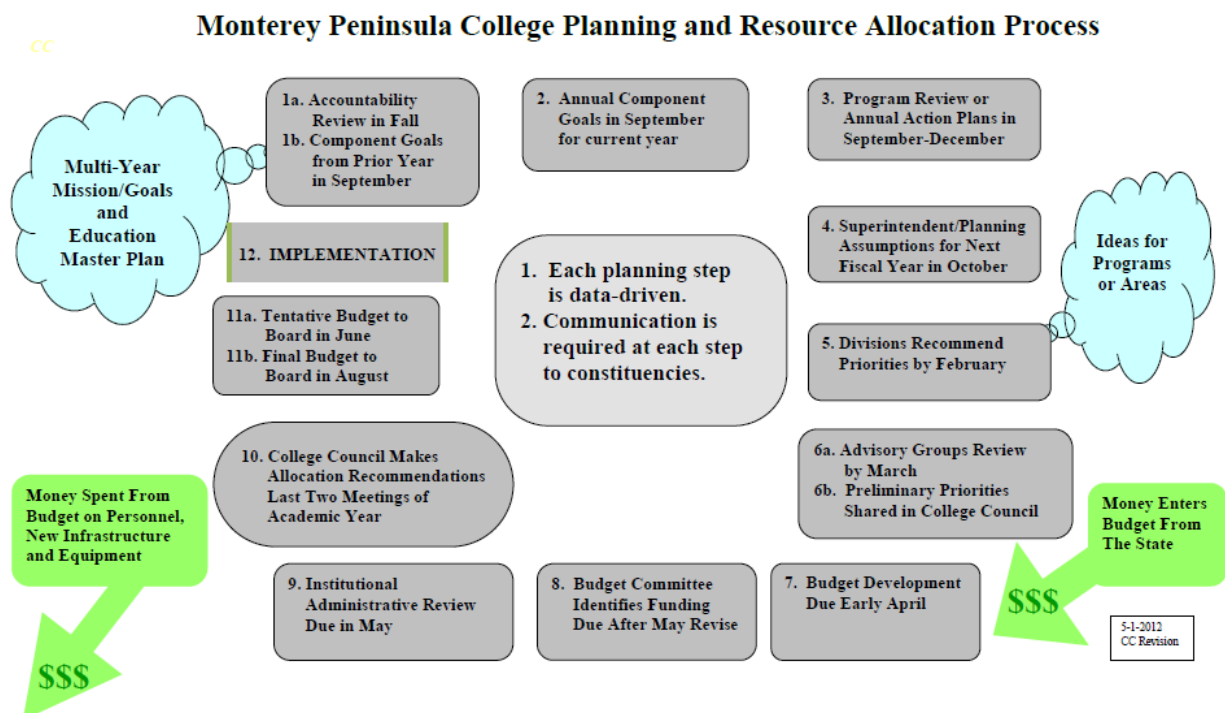
Technology planning and other issues regarding distance education is guided by the planning and resource allocation process and institutional goals. Information Technology Department and the Institutional Committee on Distance Education participation in the shared governance process provides the information 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, then, follow the planning and resource allocation process. Long-term technology needs are also considered in the development of the college's *Technology Refreshment Plan* ([Appendix Z](#)). 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 AA](#)).



D.3 Evidence of fiscal resources including the initial and long term amount and sources of funding for the proposed change

Fiscal Resources

MPC moved from WebCT to Moodle in 2007-2008 in an effort to keep its online education costs sustainable. The Moodle platform is free, but the college pays a \$10,400 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. The annual software costs were incorporated into the annual budget for the MPC Online Cost Center in 2011-2012 (see [Appendix M #14](#)).

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

The MPC Online Cost Center uses its dedicated funding stream to:

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

On average, annual faculty training costs range from zero to \$50.00 per person. The maximum annual faculty training cost paid from the Distance Learning budget is \$500 per person. The MPC Foundation funds some extended faculty training opportunities, such as workshops, that take place during summer. Additionally, individual departments have funded some Distance Learning staff development. Internal support staff have provided most of the training and developed training materials, which include the following:

- a handbook titled *Distance Learning at Monterey Peninsula College – Handbook for Instructors* [[Appendix M #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.

The Center's budget also supports an assigned faculty coordinator (40% load) and instructional technology specialist (50%) to oversee and carry out these activities. Please see the *Proposed Distance Education Cost Center and 2011-12 proposed budget* [[Appendix M #14](#)] for additional detail.

In addition to the costs now supported through the MPC Online Cost Center budget, the college has allocated \$33,500 every year for the last several years for library materials. These materials, including books, audio/visual items, and some online resources, support all disciplines and course delivery methods. Until academic year 2008-2009, the library received \$36,000 per year from Telecommunications and Technology Infrastructure Program (TTIP) funds to cover costs associated with databases and electronic resources. When these funds became unavailable due to state fiscal constraints in 2009-2010, funding for databases and electronic resources was provided through the Instructional Equipment Grant.

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.4 Evidence of appropriate equipment and facilities

As described above, Monterey Peninsula College's technology planning is integrated into institutional planning processes. The college systematically assesses its use of technology resources and uses the results of this evaluation as the basis for improvement.

Distance Learning Technology

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 colleges and universities have since joined this group. California State University Monterey Bay hosts the Moodle (locally branded as MPC Online) course management server, and Gavilan and Monterey Peninsula College each pay an annual fee (see table D3) each year to cover the cost, including technical support and training sessions for faculty and technical staff. Updates to Moodle

software versions are coordinated among the participating colleges and universities and standardized for ease of support.

California State University Monterey Bay 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 the same method of authentication.

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 the Monterey Peninsula College contract with California State University Monterey Bay does not have a cap on enrollment, MPC 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.

Consideration for Equipment Selection for Distance Learning

As stated above, the equipment used for the college's distance learning program is managed by CSUMB with eventual replacement funded by the local Moodle consortium. 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. Monterey Peninsula College can add an unlimited number of online and hybrid courses to the system with only the addition of appropriate storage space.

Professional Support

Technology resources are managed by numerous highly trained technicians as outlined in the *2010 Technology Assessment & Plan* ([Appendix BB](#)). 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 Training for Students and Staff

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.

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. Also, one-on-one training 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.

Faculty and staff are also encouraged to take @One training sponsored by the California Community Colleges. Distance learning instructors, specifically, are encouraged to take the @One online workshops to hone their online teaching skills. Some funding is available to

support this training through the MPC Online Center. In addition, the college has an extensive *Distance Learning at Monterey Peninsula College Handbook for Instructors* ([Appendix M #36](#)), which is updated yearly or more often if needed.

Best Practices Workshops and Web Resources for Student Success

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* 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.

Library and Technology Resources

Library and learning support services are accessible to all MPC students, faculty, and staff with a current library card. Online resources, including the library catalog and a wide variety of full-text databases, ebooks, and other electronic resources are available 24 hours per day, 7 days per week from the library's website. These resources can be accessed from all computers on campus, as well as from off-campus.

The library website provides access to all library collections, and most library services available on campus can be accessed from the website, as well. Students can apply for library cards online through a form on the library's website. Using the library's catalog, students can request or renew library materials online. In addition, the library provides reference services via telephone and email for students who are not physically on campus.

D.5 Evidence of processes for monitoring achievement of the desired outcomes of the proposed change

Board Oversight

The administrator overseeing the Distance Learning program provides an annual report to the Board of Trustees on student achievement, which includes FTES (Full-Time Equivalent Students), student success and retention ([Appendix F](#)).

Academic Program Review

Currently, all academic program outcomes, including those that involve online components, are monitored and evaluated through the Academic Affairs program review process, which was most recently reviewed and revised during the 2008-2009 academic year by a subcommittee of the Academic Affairs Advisory Group, with representation from the Academic Senate.

As stated in the Academic Affairs Program Review Self-Study form ([Appendix DD](#)), 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 CC](#))

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. The full self-study form is given in [Appendix DD](#).

Once the division has completed the self-study, it is reviewed by a support team consisting the dean overseeing the divisions and and faculty members from other divisions. The support team examines issues including 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 EE](#).

This review 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.

D.6 Other Outcome Monitoring Mechanisms

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. They are utilized 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 ICDE Faculty Coordinator and senators serving on ICDE, which is in the process of discussing quality assurance issues associated with the online delivery mode.

Faculty Evaluation

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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 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.

E. Evidence that the institution has received all necessary internal or external approvals. The report should state clearly what faculty, administrative, governing board, or regulatory agency approvals are needed and evidence that any legal requirements have been met.

E.1 Faculty, administrative, Governing Board, and Regulatory Agency Approvals

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 FF](#)) and Chancellor's Office of the California Community Colleges ([Appendix GG](#)). Certificates of Training are certificates with less than 18 units and are only approved locally but not by the Chancellor's Office.

E.2 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 informed of the 2011-2012 MPC Online Cost Center proposal. They have also been made aware that this Substantive Change Proposal is being developed in preparation for submission to ACCJC.

As described in detail in Section D. Evidence Regarding the Providing of Resources, 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 after the change. Any requirements that are particularly impacted by the change should be addressed in detail.

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

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

Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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 provided under the previous section, "Evidence of Sufficient and Qualified Faculty, Management, and Support Staff."

Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs online, using these requirements, will enable students to complete a certificate or degree in this discipline 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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, continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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.

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

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

Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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](#)).

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

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

The list of other accreditation certifications held by 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. Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) 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 after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail.

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. Each program's faculty review data relevant to their program to ensure that each 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.

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

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 assignment location, 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.

H. Other information requested by Commission staff that is pertinent to the specific nature of the change.

H.1 Compliance with Accrediting Commission Policy on Distance Learning

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.

Curriculum and Instruction

All programs are built on the strength of individual and coordinated coursework within departments, divisions, and areas, designed to meet the mission of the college. Initial course and curriculum development occurs at individual faculty and department levels with discussion on program development and quality. Faculty develop all curriculum for consideration and review by departments, divisions and then the Curriculum Advisory Committee (CAC). Advisory committees and professionally relevant accrediting bodies may also contribute to the parameters and standards for depth, rigor and synthesis of learning and skills in designing curriculum. The Curriculum Advisory Committee reviews all curricula and dialogue occurs concerning the rigor and appropriate sequencing of the curricula. Title 5 of the California Code of Regulations standards are an important part of this review. Curriculum Advisory Committee dialogue includes discussion of the currency of textbooks, college level assignments in courses that transfer, rigor of course objectives, written work for evaluation of achievement of course objectives, and the relationship between course content and objectives. Curriculum quality is also evaluated based on guidance provided by the *Program and Course Approval Handbook* of the Chancellor's Office of the California Community Colleges.

Distance learning courses undergo further scrutiny by the Distance Education Subcommittee of the Curriculum Advisory Committee to ensure that the online delivery is appropriate for the course. The course objectives and student learning outcomes are the same regardless of location or mode of delivery. Methods of instruction are scrutinized to ensure appropriate use of technology and student-to-student and student-faculty interaction. Additionally, the college supports peer review of online courses as part of the faculty evaluation process.

Instructional Context and Commitment

Role and Mission. Monterey Peninsula College's mission statement pledges a commitment "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." Continuing to offer more than 50% of the IGETC and CSU General Education requirements through the online mode of delivery (not including the natural science lab requirement) and Associate Degrees programs, using these requirements, helps to fulfill this aspect of the college mission.

Learning Resources. The college provides adequate resources for faculty and students engaged in distance learning. As stated earlier, the library provides extensive access to databases and other electronic resources to all students. Additionally, the college provides adequate technical support and opportunities for training to faculty teaching online through the @One support system.

Students and Student Services. Information on the online courses and contact with faculty is provided to students on the MPC webpage. Information on computer requirements and skills necessary to succeed in an online environment is provided to students. Prospective online students are encouraged to review this information to determine whether they are good candidates for distance learning courses. Additionally, prospective online students have access to Frequently Asked Questions. All students are provided with an MPC email account and have online access to all but one of the steps in the Matriculation Step program, the one exception being assessment for English, English as a Second Language, and math. This step of the process must be completed in person.

Commitment to Support. The district has demonstrated a strong financial and technical commitment to Distance Education through support and approval of the MPC Online Strategic Initiatives in the 2012-2017 Education Master Plan, the 2010-2012 Technology Plan, and the 2011-2012 MPC Online Cost Center.

Monthly workshops (weblink to list of DE workshops) have continued to be offered throughout the academic year focusing on online strategies that aid student success. In addition to one-on-one support provided by the MPC Online Center, faculty and student services ,resources are available on our two websites, namely, <http://mpconline.mpc.edu> (Moodle course login site) and <http://www.mpc.edu/distancelearning/Pages/default.aspx> (MPC Online Student Resource Portal). Both sites have been updated and are continuously being updated for currency and accessibility. An updated *Faculty Handbook for Online Instruction* 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 provided support four faculty members to attend the @ONE Online Teaching Conference this year held in Santa Clara, CA, and several others who have completed @ONE Online Teaching Courses throughout the academic year.

Evaluation and Assessment

Monterey Peninsula College applies the same faculty hiring procedures, standards on minimum qualifications, salary, and teaching load to instructors regardless of location or mode of delivery. The same rule applies to courses—they have the same objectives and learning outcomes regardless of location or mode of delivery. Faculty are responsible for evaluating student achievement based on objectives and learning outcomes. In addition, the Institutional Researcher and the dean overseeing distance education conduct studies pertaining to student success, retention, and persistence, as well as course and program completion. Statistical reports are presented to the Board of Trustees on an annual basis on the performance of students in distance learning in comparison to students taking courses taught in the traditional delivery mode. These reports are a part of the official agenda and minutes of the Board of Trustees' meetings. Board agendas and minutes are disseminated campus-wide through All-Users emails and are posted on the Board's webpage. Faculty evaluations of online classes follow the same schedule and a similar procedure as on-ground classes. Currently, there is no distinction in the MPC/MPCTA (Monterey Peninsula College Teachers' Association) agreement between the two. This may change in the future after the joint study group between MPC and MPCTA reviews the process and makes recommendations. The district has committed to ensuring that student surveys for faculty evaluations are processed using Class Climate, the software used for student surveys of on-ground classes, by purchasing the latest version of the software and training support staff, including Information Technology, implemented in Spring 2010. Until then, Survey Monkey was

used. Since the Academic Senate is responsible for academic and professional matters, a Distance Education Task Force has been established to review best practices in distance learning and make recommendations on pedagogical and quality control matters.

Authentication

Monterey Peninsula College ensures that a student who registers in an online course is the same student who participates in the course, completes it, and receives academic credit for it through a secure login procedure. Security and privacy for MPC Online (Moodle) is as strict as for MPC network access and uses the same method of authentication. Students are required to provide two unique credentials (user name and password) in order to gain access to the online platform. This procedure must be followed each time a student logs into the system. The Electronic Mail (Board) Policy has been updated to include students in the narrative since students now have access to this service. Students and staff also must affirm that they adhere to the Internet/Network Use (Board) Policy each time they log into the network.

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

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- Computer Science and Information Systems
- Dance
- Early Childhood Education
- 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

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 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 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

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

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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 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 _____	E1 E2		
F	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
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 Oral Communication Personal Development 54; Speech Communication 1, 2, 3, 54 Course from other college _____ Advanced placement _____	A1		
	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 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 _____	B1		
	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 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 _____	C1		
	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		
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.			
	Historical Setting Ethnic Studies 11; History 11, 12, 17, 18; Women's Studies 12 Course from other college _____ Advanced placement _____	D Hist.		
	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) Course from other college _____ Advanced placement _____	D Soc/ Econ		

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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 _____	1A			
		1B			
		1C			
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 _____	2			
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 _____	3A Arts			
		3B Hum			
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 _____	4 Soc Sci			
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 _____	5A Phys Sci			
		5B Biol Sci			
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 _____	6 Lang			

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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 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 _____			
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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

APPENDIX C: MPC's 2012 Profile Enrollment Demographics Trends

(Attached separately)

MONTEREY PENINSULA COLLEGE

Monterey Peninsula College

Enrollment & Demographic Trends

2012

Office of Institutional Research

Office of Institutional Research

APPENDIX D: 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 E: 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
Paul Cardinale
Judy Lopez
Judy Lopez
By: M... ..
Steve Hollomon
Craig Roberts
Kathy Smith
Johnny Hochberg
[Signature]

BUSINESS ADVISORY COMMITTEE

[Signature]
[Signature]
[Signature]

Governing Board: Jim Turrey, Chair • Jake Foster, Vice-Chair • Robert Ferrelle • Sabrina M. Oygorenoum • Jim Philpot • Alison Hoot, Student Trustee
Alternative Action / Equal Opportunity Employer

**APPENDIX F: 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%

Monterey Peninsula College Substantive Change Proposal - October, 2012

2010-11	6836.19	447.60	56.91	504.51	7.38%
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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 G: 2011 – 2014 Institutional Goals

MONTEREY PENINSULA COLLEGE

Institutional Goals and Objectives for 2011-2014

Mission Statement

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.

Values Statement

We hold the following as vital to the attaining of our Mission:

- Recruiting and retaining highly qualified and diverse faculty and staff.
- Supplying and supporting faculty and staff with high quality equipment and necessary training.
- Providing all faculty, staff, students and support personnel with clean, attractive and safe facilities.
- Fostering a culture of collaboration to promote and achieve student success.

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.

Goal 2: Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.

Objective 2.1: Develop and enhance credit Career and Technical programs and courses to provide students with employable skills.

Objective 2.2: Establish and strengthen industry, government, and community partnerships.

Goal 3: Manage the rate of growth in programs and services in Seaside and Marina, subject to funding and growth conditions.

Objective 3.1: Based on assessment and analysis of community needs and district resources, develop appropriate class schedules and programs.

Objective 3.2: Provide essential support services to enable student success at the Marina Education Center and the Seaside Public Safety Center.

Goal 4: Maintain and strengthen instructional and institutional technology.

Objective 4.1: Conduct a broad-based review of the functionality and efficiency of all district technology including the organization, management and support for MPC's websites.

Objective 4.2: Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use.

Objective 4.3: Based on the recommendations from these reviews, develop a long-term funding plan and implement changes that take into consideration the availability of college resources.

Approved College Council April 5, 2011

Approved Governing Board May 24, 2011

APPENDIX H: 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 I: 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 J: 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 K: 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 L: ACCJC Reaffirmation Letter 6/30/11

(Attach clean pdf)



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Associate Vice President
ILY CHYANG

June 30, 2010

Dr. Douglas Garrison
Superintendent/President
Monterey Peninsula College
980 Fremont
Monterey, CA 93940

Dear President Garrison:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 9-11, 2010, reviewed the institutional Self Study Report and the report of the evaluation team which visited Monterey Peninsula College Monday, March 8-Thursday, March 11, 2010. The Commission took action to reaffirm accreditation, with a requirement that the College complete two Follow-Up Reports.

The Commission requires that the first Follow-Up Report be submitted by **October 15, 2011**. The Follow-Up Report should demonstrate the institution's resolution of the recommendations as noted below:

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).

The second Follow-Up Report should be submitted by **October 15, 2012**. The Report should demonstrate the institution's resolution of the recommendations as noted below:

Recommendation 1: In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, program, certificates and degrees, the team recommends that the college complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).

Recommendation 2: In order to meet the Commission's 2012 deadline, the team recommends the college completes the process of identifying course level student learning outcomes and ensures student information is clear, that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes (IIA.2 and IIA.6).

Monterey Peninsula College Substantive Change Proposal - October, 2012

Dr. Douglas Garrison
Monterey Peninsula College
June 30, 2010
Page Two

Recommendation 3: In order to meet the Commission's 2012 deadline, the team recommends the college take appropriate steps to ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c).

All colleges are required to submit a Midterm Report in the third year after each comprehensive evaluation. Monterey Peninsula College should submit the Midterm Report by **March 15, 2013**. The Midterm Report describes resolution of any team recommendations made for improvement, includes a summary of progress on college-identified plans for improvement as expressed in the Self Study Report, and forecasts where the College expects to be by the time of the next comprehensive evaluation.

The College conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing improvement of Monterey Peninsula College. The next comprehensive evaluation of the College will occur during Spring 2016.

The recommendations contained in the Evaluation Team Report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the report, the College is expected to use the Evaluation Team Report to improve the educational programs and services of the institution.

A final copy of the Evaluation Team Report is attached. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Team Report and this letter appropriate dissemination to your college staff and to those who were signatories of your college Self Study Report. This group should include campus leadership and the Board of Trustees. The Commission also requires that the Evaluation Team Report and the Self Study Report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want an electronic copy of the report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. John M. Gonzalez, Accreditation Liaison Officer
Board President, Monterey Peninsula Community College District
Dr. Francisco Rodriguez, Team Chair

Enclosure

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

(Attach separately)

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

Monterey Peninsula College Substantive Change Proposal - October, 2012

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 N: Institutional Committee on Distance Education 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.

Mission

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

Functions

- Recommend procedures for new online course and program approvals in collaboration with the Curriculum Advisory Committee.
- Recommend technical support policies and procedures for online instructor and students.
- Identify both technical and academic needs and solutions for online learning success.
- Review and assist in the development of distance education reports, proposals, policies, and procedures.
- Review and recommend improvements to the MPC website to support online students.
- Recommend professional development activities for both online faculty and students.
- Assist in developing yearly objectives and follow-up report for the MPC Online Center to address in effort to continually improve distance education at Monterey Peninsula College.
- Recommend the potential role, scope, and directions of online instruction at Monterey Peninsula College

Membership

The membership of the committee shall be made up of:

- Faculty members representing Counseling/Advising, Library, Career Technical Education, Liberal Arts, and Sciences
- A representative from the Financial Aid Department
- A representative from the Information Technology Department
- The Institutional Researcher (Resource)
- The Faculty Coordinator for Distance Education, Co-Chair
- A student representative (Ex officio)
- The MPC Online Instructional Technology Specialist

- The Administrative Assistant to the Vice President of Academic Affairs (Resource)
- The Vice President of Academic Affairs, Co-Chair
- Member At-Large

Faculty members will be nominated by their respective department or division and serve for a term of three years. There is no limit to the number of terms served.

The Faculty Coordinator for Distance Education and the VP of Academic Affairs will serve as co-chairs of this committee.

Members who miss three consecutive meetings without notifying the chairperson will be considered inactive. The division or department will be asked to submit a new nominee to replace any inactive members.

Member Roles and Responsibilities

Instructors, staff, and student committee members serve as representatives of their functional areas as their role relates to online learning, teaching, and/or support. A member's responsibilities include:

- Attend and fully participate in committee meetings
- Be knowledgeable of issues relating to online teaching, learning, and student support as it pertains to his/her represented area.
- Serve as a liaison between the MPC Online Center and the constituency he/she represents.
- Provide information and assistance to support MPC Online Center activities as needed.
- Assist the MPC Online Faculty Coordinator in developing documents, proposals, and/or reports dealing with distance learning on our campus.
- Provide information on current issues in distance education from the perspective of his/her area of interest.

Quorum

A quorum shall consist of fifty percent plus one of the active voting membership of the committee.

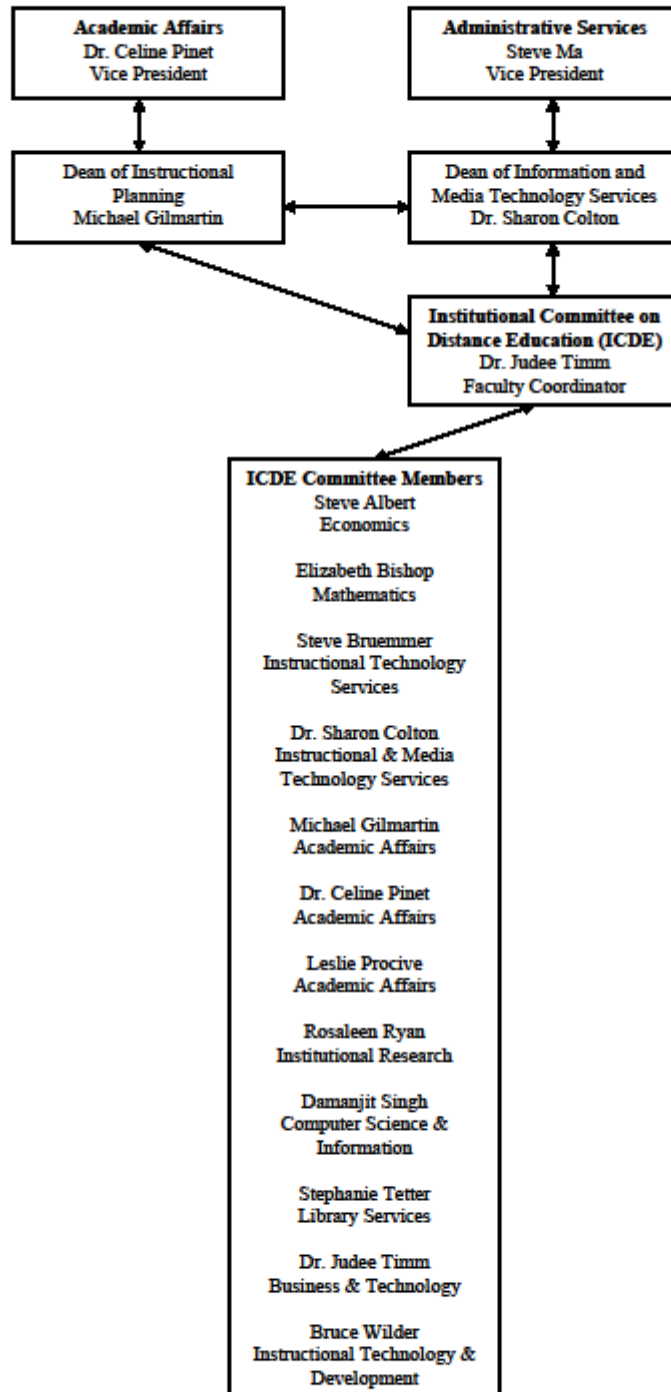
Procedures

- Regular meetings of the committee will be held once a month during the fall and spring terms. Additional meetings of the committee may be called by the chairperson as necessary.
- Agendas will be established by the co-chairs. The agendas will be distributed to the membership prior to each meeting.

Monterey Peninsula College Substantive Change Proposal - October, 2012

- Each agenda will consist of approval of minutes from previous meetings, consent items, discussion items and action items.
- The Administrative Assistant to the VP of Academic Affairs will see that minutes are kept of all meetings. The minutes will include all actions taken and make note of all significant discussions. Approved minutes will be posted on the ICDE Committee website.
- Consent agenda items will be voted on as a group with no discussion. Consent items can be moved to the action agenda at the request of any member.
- No action will be taken on any discussion item. If there is a need for action on a discussion item, it will need to be agendaized for a subsequent meeting as an action item.
- Action items may be approved, denied or tabled for future consideration on a majority vote of the voting members present at a meeting of the committee where at least the minimum quorum of members is in attendance. For tabled items, the chairperson will make the necessary arrangements to obtain additional information or resources requested before action can be taken.
- All recommended actions will be posted on the ICDE Committee website as well as in the MPC Online Newsletter distributed to all campus employees.

APPENDIX O: Distance Education Reporting Structure



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

**Institutional Follow-up Report #2
Recommendation #4 – Distance Education**

Prepared for
Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges

October 2012



980 Fremont Street
Monterey, California 93940

Board of Trustees

Dr. Loren Steck, Chair
Mr. Charles Brown, Vice Chair
Dr. Margaret-Anne Coppernoll
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Dr. Douglas R. Garrison

Institutional Committee for Distance Education Co-Chairs

Dr. Celine Pinet, Vice President for Academic Affairs
Dr. Judee A. Timm, Coordinator of Distance Education

Institutional Committee for Distance Education

Dr. Steve Albert, Economics Instructor
Ms. Elizabeth Bishop, Mathematics Instructor
Mr. Steve Bruemmer, Instructional Technology Specialist
Dr. Sharon Colton, Dean of Information Technology and Media Services
Ms. Brenda Kalina, Student Financial Services Advisor, Intake
Ms. Leslie Procive, Administrative Assistant, VP Academic Affairs
Ms. Amber Kerchner, CDC/Coordinator
Dr. Rosaleen Ryan, Director of Institutional Research
Ms. Stephanie Tetter, Library Division Chair
Mr. Jon Mikkelsen, Accounting Instructor
Mr. Bruce Wilder, Instructional Technology Specialist

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MPC Online Cost Center.....	4
Institutional Committee on Distance Education.....	5
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Student Learning Outcomes.....	5
Best practices Workshops and Web Resources for Student Success.....	6
Student Services.....	6
Strategic Initiative for Distance Education.....	6

Statement on Report Preparation

Following the receipt of the ACCJC action letter of February 1, 2012, requesting a second Follow-up Report for Recommendation #4 on Distance Education (#1), the Institutional Committee on Distance Education (ICDE) prepared a draft response of activities, initiatives, procedures and protocols that have been established and implemented to demonstrate that the institution has addressed ACCJC recommendations. The ICDE, a representative campus committee co-chaired by Dr. Celine Pinet, Vice President for Academic Affairs, and Dr. Judee Timm, Coordinator of Distance Education, worked collaboratively to prepare this report outlining the accomplishments now in place in insure quality distance education experiences to support student success.

A draft proposal was initiated by the ICDE on March 16, 2012, and finalized at the April 6, 2012 meeting. The proposal was then presented to the Academic Affairs Advisory Group (#2), Academic Senate (#3), Administrative Services Advisory Group (#4), Student Services Advisory Group (#5), and the College Council (#6, #7). Recommendations from each group were incorporated into this report. The final report was presented Board of Trustees for approval in July 25, 2012 (#8).

Follow-up Report #2 Response to Recommendation #4 – Distance Education

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).

Follow-up Report #1 (#9) provides a detailed overview of the work completed as of October 2011. Since this time, the following have been completed and established:

I. Student Evaluation Process and Tool

In response to the first element of recommendation #4 where the team recommended “*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,*” the online teacher evaluation survey (#10) has been redesigned, approved by all necessary governance bodies and is being used in all distance education evaluations. The process for online teaching evaluations is equivalent to the evaluation process used for traditional face-to-face courses as defined in the MPCTA union contract. For a full-semester course, student evaluations are administered in the seventh through ninth weeks of the term (or at the 50%

completion level for shorter length courses). For distance education courses, evaluation surveys are made available online during the same 3-week period. Online students are notified via email and given a direct link to the individual survey along with a unique access code. This streamlined, electronic process eliminates response inhibiting complexities of our old system. Unresponsive students receive up to three email reminders urging them to reply. The evaluation feedback system, Class Climate, generates a statistical summary of survey results for review by the assigned faculty evaluation committee. The committee provides the statistical summary and a synopsis of narrative comments to the evaluated instructor who then can incorporate this student feedback to improve the quality of teaching and learning experiences offered at a distance.

Full district-wide implementation of the new electronic distribution of student evaluation surveys, processing of results, and providing of feedback was launched in spring 2012. The college will continue to monitor this process to improve student participation in providing quality feedback to all our online instructors.

II. Clear Protocols and Strategic Goals

In addressing the second element of Recommendation #4 where the team further recommended “*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,*” several concrete actions have been taken to include the establishment of the MPC Online Center, the Institutional Committee on Distance Education as a standing campus committee, formal reporting procedures, updated protocols for online and hybrid course curriculum approvals, student learning outcomes for all online courses, resources and professional development activities for online faculty, resources and services that support online student success, and a long-term commitment to the growth and development of distance education.

MPC Online Cost Center - The MPC Online Cost Center has been established to support the college’s primary goal to “Promote academic excellence and student success.” The MPC Center aims to support this goal through its stated mission as follows:

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

Since its establishment beginning in fall 2011, the MPC Online Center has a dedicated funding stream ([#11](#)) that has provided:

- Support services through the MPC Online Help Desk ([#33](#)) and information to students taking online courses.
- Support services and professional development opportunities for instructors at all stages of development and implementation of online courses and programs.
- The MPC Online Website that provides links to critical academic, advising, financial, and counseling support services and programs for online students.

- Evaluation tools and established processes that secure relevant feedback on online course design, implementation, and student learning.

The Center has an assigned faculty coordinator (40% load assignment) and instructional technology specialist (50% load assignment) that have been carrying out these aforementioned activities. The faculty coordinator reports directly to the Vice President of Academic Affairs.

Institutional Committee on Distance Education - The Institutional Committee on Distance Education (ICDE) is now an established standing committee in the shared governance process at Monterey Peninsula College. Committee bylaws ([#12](#)) have been established and approved outlining the purpose, function, and structure of this recommending body to the administration of the MPC Online Center. The ICDE is currently operating in accordance with these bylaws ([#13a](#), [#13b](#), [#13c](#), [#13d](#), [#13e](#), [#13f](#), [#13g](#), [#13h](#), [#13i](#)) and the established reporting line to the Academic Senate on academic and professional matters ([#14](#)) and the College Council in the resource allocation process ([#15](#)). 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.”

Online Course Development and Approval Process - The ICDE in collaboration with the Curriculum Advisory Committee (CAC) developed the online course approval document ([#16](#)) and process ([#17](#)), which has been implemented since fall 2011. A distance education subcommittee of the CAC that includes faculty and technical staff members has been established to review methodology, technology, accessibility, and resources to facilitate review of all online course proposals. The process and protocols for development and implementation of new online courses ([#18](#)) has been shared with faculty via the Academic Senate, Flex day workshop, and included in the Faculty Handbook for Distance Education.

The Distance Education Course Proposal review has been incorporated into the CurricUNET system as one of the first steps in the curriculum approval process. Faculty members are required to submit this form for approval of all hybrid and online courses. To date, 20 courses have been submitted and approved ([#19](#)) by the CAC Distance Education subcommittee through this course approval process.

Student Learning Outcomes - All course syllabi incorporate and identify student learning outcomes. Faculty members meet every semester to discuss best practices to help students better achieve the learning outcomes. Several workshops have been offered to address best practices for online student success with regard to established student learning outcomes and general education outcomes. Refer to Response Document on SLO’s for complete information ([#20](#)).

Best Practices Workshops and Web Resources for Student Success - Monthly workshops (#21a, #21b, #21c, #21d, #21e, #21f) have continued being offered throughout the academic year focusing on online strategies that aid to student success. In addition to one-on-one support provided by the MPC Online Center, faculty and student services and resources are available on our two websites, namely, <http://mpconline.mpc.edu> (#22) and <http://www.mpc.edu/distancelearning/Pages/default.aspx> (#23). Both sites have been updated and are continuously being updated for currency and accessibility. An updated *Faculty Handbook for Online Instruction* (#24) 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 provided support for four faculty members to attend the @ONE Online Teaching Conference this year held in Santa Clara, CA, and several others who have completed @ONE Online Teaching Courses throughout the academic year.

Student Services – Recognizing that the Monterey Peninsula College website (www.mpc.edu) is a vital link for online students, the college website has been reviewed and updated for easy access to information about campus programs and services. Comprehensive information about the degree and certificate programs offered at the college can be accessed via the [Academics](#) (#25) portal. Each program listed is itself a link that leads to all courses required in the major. Graduation requirements, including competencies, major, general education, units, GPA and residency are also provided to students. A link to an [Online Advisor](#) (#26) located on the Counseling/Advisement services site provides access for online students who need specific programmatic information.

All student services program information can be accessed from the [Student Services](#) (#27) portal. Each services link provides online information for students regarding Admissions & Records, Articulation, Assessment/Testing, Career Development, Career Transfer, Matriculation, Multicultural & Re-entry, and Student Health Services. Program links include information on CALWORKS, CARE, Child Development, Counseling/Academic Advising, Supportive Services, Extended Opportunity Programs, TRIO, International Student Programs, and Re-entry and Multicultural Center. The updated [Career Services](#) (#28) website helps students with the career development process from assessment through job search.

[Student Financial Services](#) (#29) maintains a comprehensive website for information about the Board of Governors Grant (BOGG) fee waiver, federal financial aid, and scholarships. This website has been completely updated. All students can now access financial aid information from anywhere in the U.S. The “Financial Aid Access” link, that provides students with information regarding their status in the financial aid process, has recently been activated and is now available to all students both on and off campus.

The [College Success](#) (#30) link located on the top of the MPC home page houses a plethora of information and online activities to support student success on topics such as time management, information literacy, and reading strategies. It is a treasure trove of useful resources that can help all students succeed in their academic careers.

Strategic Initiative for Distance Education - Further commitment to distance education at Monterey Peninsula College was established with the development of the *Strategic Initiative for Distance Education* ([#31](#)) which has been included in the Education Master Plan for the college and approved by the Board of Trustees ([#32](#)). This initiative outlines strategic goals for the development of quality distance education programs, certificates, and certifications offered at MPC.

Evidence List

Number	Title	Page Number
1	<u>Memo to Dr. D. Garrison - Accreditation Recommendation #4 – Distance Education and Follow-up Report #2</u>	3
2	<u>Academic Affairs Advisory Group Minutes, April 11, 2012, Presentation of Follow-up Report #2</u>	3
3	<u>Academic Senate Minutes, April 19, 2012, Presentation of Follow-up Report #2</u>	3
4	<u>Administrative Services Advisory Group Minutes, May 1, 2012, Presentation of Follow-up Report #2</u>	3
5	<u>Student Services Advisory Group Minutes, April 12, 2012, Presentation of Follow-up Report #2</u>	3
6	<u>College Council Minutes, May 15, 2012, Presentation and First Reading of Follow-up Report #2</u>	3
7	<u>College Council Minutes, May 29, 2012, Approval of Follow-up Report #2</u>	3
8	<u>Board of Trustees Minutes, July 25, 2012, Approval of Follow-up Report #2</u>	3
9	<u>Institutional Follow-up Report #1, October 2011</u>	3
10	<u>Revised Online Instructor Evaluation Survey</u>	3
11	<u>Approved Budget for MPC Online Cost Center 2011-2012</u>	4
12	<u>Bylaws – Institutional Committee on Distance Education</u>	5

13	<p>ICDE Meeting Minutes 2011-2012</p> <p>a September 16, 2011</p> <p>b October 21, 2011</p> <p>c November 4, 2011</p> <p>d November 18, 2011</p> <p>e December 2, 2011</p> <p>f February 24, 2012</p> <p>g March 16, 2012</p> <p>h April 6, 2012</p> <p>i May 11, 2012</p>	5
14	ICDE Reporting Line on Academic and Professional Matters	5
15	ICDE Flow for Planning and Resource Allocation	5
16	Curriculum Advisory Committee Online Course Approval Form	5
17	CAC Course Approval Process	5
18	Process and Protocol for the Development and Implementation of a New MPC Online Course	5
19	Approved Online Courses in 2011-2012	5
20	Response Document on SLO's Rec's 1-3	5
21	<p>Professional Development Workshops for Online Instruction, 2011-2012</p> <p>a New Moodle Gradebook September 30, 2011</p> <p>b Assessments November 9, 2011</p> <p>c Distance Ed January 26, 2012</p> <p>d Creating Engaging Discussion Questions February 23, 2012</p> <p>e Improving Student Interaction in Online Courses March 21, 2012</p> <p>f I'm Teaching Online Next Semester May 2, 2012</p>	6
22	MPC Online Login Website	6

23	<u>MPC Online Student Resource Portal and Login Page</u>	6
24	<u>Revised Faculty Handbook for Online Instruction</u>	6
25	<u>Academics Portal: Degree and Certificate Programs</u>	6
26	<u>Online Advisor Website</u>	6
27	<u>Student Services Website</u>	6
28	<u>Career Services Website</u>	6
29	<u>Student Financial Services Website</u>	6
30	<u>College Success Website</u>	6
31	<u>Strategic Initiative for Distance Education</u>	7
32	<u>Board of Trustees Approval of Education Master Plan July 25, 2012</u>	7
33	<u>MPC Online Help Desk</u>	4

Certification of Follow-up Report

October 2012

To: Accrediting Commission for Community and Junior
Colleges, Western Association of Schools and Colleges

From: Monterey Peninsula College
980 Fremont Street
Monterey, CA
93940

This second Follow-up Report is submitted in response to Recommendation 4 on Distance Education. We certify that there was broad participation by the campus community. We believe this Follow-up Report accurately reflects our efforts and plans to enhance Distance Education at Monterey Peninsula College.

Signed: _____ Date: _____
Dr. Douglas R. Garrison, Superintendent/President, Monterey Peninsula College

_____ Date: _____
Dr. Loren Steck, Chair, Governing Board

_____ Date: _____
Dr. Celine Pinet, Vice President for Academic Affairs
Co-Chair, Institutional Committee for Distance Education

_____ Date: _____
Dr. Alfred Hochstaedter, President, Academic Senate

_____ Date: _____
Dr. Judee A. Timm, Co-Chair, Institutional Committee for Distance Education

Revised 7-13-12

APPENDIX Q: Board of Trustees Minutes – July 25, 2012

(Attach separately)

APPENDIX R: 2012-2017 Education Master Plan

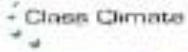
(attach separately)



EDUCATION MASTER PLAN

2012-2017

APPENDIX S: Redesigned Online Evaluation Survey



Monterey Peninsula College
Tenured - Faculty Fall

Instructor Name
CND-1234 Course Name

INSTRUCTOR PREPARATION

	Poor	Below Average	Average	Above Average	Excellent
Course/class expectations clearly defined (e.g., attendance, grading, assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor is well-prepared and organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor helps student organize time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INSTRUCTIONAL METHODS

Instructor feedback conveys knowledge of subject	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Instructor communications are clear	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Instructor is accessible if help is needed	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Tests, assignments, and/or materials are relevant to subject	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

STUDENT ASSESSMENT

Graded work returned in a reasonable time	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Helpfulness of feedback on assignments/tests	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Assignments/tests measure knowledge and learning	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

INTERACTION WITH STUDENTS

Instructor stimulates thought in responding to students	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Instructor shows respect when communicating with students	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Instructor encourages student participation and discussion	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Instructor is responsive to student questions and comments	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Instructor is considerate of different learning styles	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
Comfortable in interfacing with instructor	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

RECOMMENDATION

Your recommendation of this instructor to other students	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
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Please provide written comments;
they are very important in the evaluation of your instructor.

Comments

Describe the strengths of this instructor. Try to be specific and give examples.
(write your comments within the box provided below)

What suggestions for improvement would you make for the next time the instructor teaches this class?
(write your comments within the box provided below)

What do you think of the textbook and/or class materials?
(write your comments within the box provided below)

Close Window

APPENDIX T: Strategic Initiative for the Growth and Development of MPC Online

ICDE Draft Recommendation Strategic Initiative for the Growth and Development of MPC Online

Mission

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

Purpose

The purpose of offering online courses at Monterey Peninsula College is to increase district student access to instructional offerings and programs, as well as, provide an avenue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population.

Role

The role of MPC Online is to provide an alternative academic venue that maintains course and program integrity and gives students increased opportunities to achieve their academic and/or career goals.

Scope

The breadth and depth of online course and program offerings will depend on a variety of factors related to the population that can be served, the curriculum that can be successfully designed and delivered, and resources needed to support instructional efforts for successful student completions. In the last 10 years, FTES generated from distance education offerings has grown from 3.2% to 7.9% of total FTES generated by the College. If trends continue on this path, FTES generated from online course offerings can grow by 1% per year of total FTES generated by the College with expectations that by the year 2017, 12-15% of all FTES could be generated via online instruction.

In addition to completely online course offerings, blended (or hybrid) courses will also become more evident throughout the curriculum. Again, growth in this area will be dependent on the availability of necessary resources to support these efforts.

Direction

Over the next 5 years, the direction of online instruction will be on a trajectory of modest growth (about 1% per year of total FTES generation) unless additional funding can be obtained. To this end, however, a strategic effort will focus on the creation of certificates and programs that can be offered at a distance and development of a process that continuously assesses the quality and effectiveness of online courses. Priorities will be given to the development of courses that will lead to:

- An online MPC general education pattern
- 3-5 fully online certificate programs
- Online recertification
- A CTE online associate degree program
- Online components that support SB 1440* general education transfer patterns

**SB 1440 – The Student Transfer Achievement Reform Act - CCC and CSU collaborative AA and AS transfer degree programs.*

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

(Attach separately)



ASSOCIATE DEAN FOR INSTRUCTIONAL TECHNOLOGY AND DEVELOPMENT

To ensure consideration, apply by October 1, 2012 @ 5:00pm

Monterey Peninsula College actively seeks a diverse pool of applicants interested in working in an environment which values flexibility, openness to change, collaboration, respect for others and their points of view, and involvement in College activities, all with the goal of meeting the needs of our diverse student population. The District does not discriminate on the basis of ethnicity, national origin, ancestry, sex, religion, marital status, disability, or sexual orientation in any of its policies, practices, or procedures.

POSITION DEFINITION:

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.

APPENDIX V: Director of Information Services – Job Description

(Attach 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.

APPENDIX W: “Back to the Future” – Dr. Garrison’s Memo

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 commonplace 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.

APPENDIX X: Curriculum Advisory Committee Curriculum Basics Handbook

(Attach separately)

PREFACE

Curriculum Basics has been developed to assist faculty with the curriculum development process. Rather than an all-inclusive document relating to curriculum development issues, this handbook includes a practical “how to” guide for completing forms and a streamlined version of the rules and regulations that govern curriculum. The purpose of this handbook is to inform rather than overwhelm.

All faculty are encouraged to refer to *Curriculum Basics* when developing courses or programs. The step-by-step format of the “how to” section will simplify the process and facilitate the proposal’s journey from its inception to its approval by the Board of Trustees. The other sections of the handbook are designed to be used as reference tools. Title 5 regulations, the glossary and the appendix are included to clarify the process and to increase awareness of curriculum issues.

Curriculum Basics is a living document. It will change as the curriculum process evolves and as feedback is received from its users. Please feel free to offer suggestions or comments to any Curriculum Advisory Committee member.

APPENDIX Y: Curriculum Advisory Committee Bylaws

(Attach separately)

Curriculum Advisory Committee Bylaws

The Curriculum Advisory Committee evaluates and makes recommendations on matters related to the credit and noncredit curriculum to the College Board of Trustees. Course and program additions, deletions, or changes in program requirements or in course outlines must be acted upon by this committee.

Functions

- Develop written procedures for new course and program submission and approval.
- Review and make recommendations on proposed new courses and new programs and on course and program revisions. Recommend additions, deletions, and/or changes in course outlines for new and established courses. This includes ensuring appropriate course numbering format, units, catalog and schedule description, assignments, course content and course objectives.
- Determine if a course is transferable or if a course is to be classified as General Education and into which category it should be placed.
- Review course proposals for alignment with articulation requirements.
- Review and approve all stand alone credit courses.
- Recommend procedures and policies affecting curriculum.
- Make recommendations concerning new courses and programs directly to the Board of Trustees.

Membership

The membership of the committee shall be made up of:

- A faculty member representing each division of the college and the school of nursing
- A representative from the library
- A representative from the Student Services Faculty
- A representative of the Academic Senate
- A representative of Basic Skills Faculty
- A representative of English as a Second Language Faculty
- A student representative
- The college articulation officer
- The Curriculum/Scheduling/Catalog Technician is a non-voting member
- The CurricUNET specialist is a non-voting member
- The Dean of Instructional Planning is a non-voting member

Faculty members will be nominated by their respective department or division and serve for a term of three years. There is no limit to the number of terms served.

APPENDIX Z: Technology Refreshment Plan

Summary of Technology Refreshment Requests for 2009 – 2010

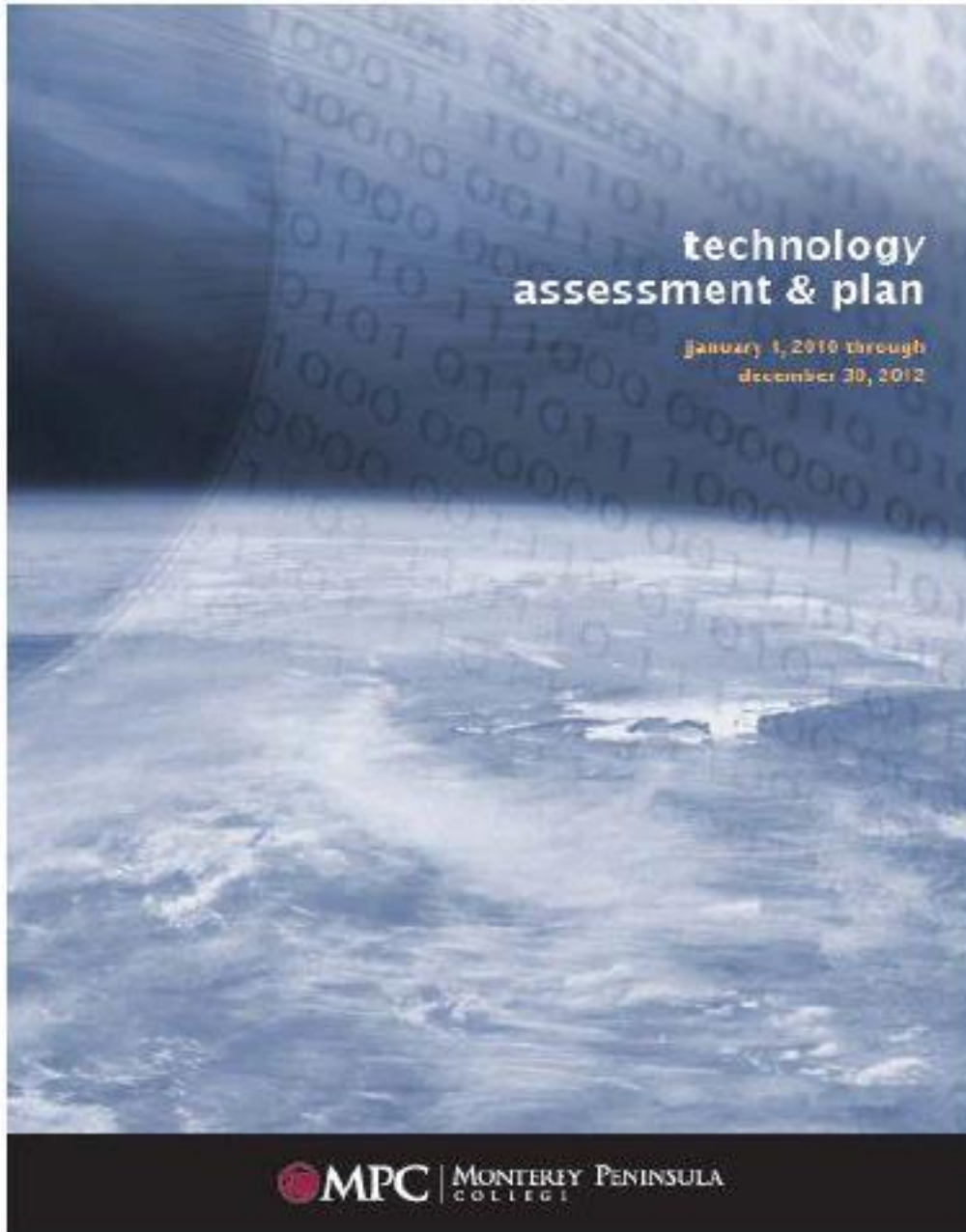
Priority	Dept (dept priority)	Room(s)	#Computers	Other Items	Information	Cost
	PE – 1st	PE 103	1	Monitor, mouse	3 years	\$900
	Reading Ctr – 1st	Reading Ctr	4		6 years old	\$3,200
	ESSC – 1st	LTC 150	21	21 monitors	6 years, others replaced last yr	\$18,900
	ESSC – 2nd	goPrint, time kp	3 + 3	6 monitors	6 years (can use cascaded computers)	\$5,400
	ESSC – 1st		40 + 3 + 1		6 years, others replaced last yr	\$44,700
	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	\$443,000
	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)

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

(Attach separately)

APPENDIX BB: 2010 Technology & Assessment Plan

(Attach separately)



APPENDIX CC: Academic Affairs Program Review Calendar

Academic Affairs Program Review Calendar

Programs not undergoing Program Review complete the annual program review report and Action Plan documents that serve to drive the forthcoming budget as well as those undergoing review.

2011-2012	Physical Science	1. Division Office 2. Chemistry 3. Earth Sciences: Oceano graphy and Geology	4. Engineering, Physics & Astronomy 5. Mathematics
	Creative Arts	1. Division Office 2. Art 3. Theater Arts	4. Music 5. Photography
2012-2013	Social Science	1. Division Office 2. Anthropology 3. Child Development 4. Economics 5. Education 6. Ethnic Studies 7. Geriatric	9. Geography 10. History 11. Political Science 12. Psychology 13. Sociology 14. Women's Studies
	Business/Technology	1. Division Office 2. Business Skills 3. Computer Science & Information Systems	4. Business 5. Cooperative Work Experience 6. Real Estate
2013-2014	Humanities	1. Division Office 2. English 3. ESL 4. Humanities 5. English and Study Skills Center	6. Linguistics 7. Philosophy 8. Reading Center 9. Speech Communication 10. World Languages
	Nursing		
2014-2015	Accreditation Year – Self-Study completed Fall 2014. Accreditation site visit Spring 2015.		
2015-2016	Life Science	1. Division Office 2. Anatomy and Physiology 3. Biology 4. Health 5. Dental Assisting 6. Medical Assisting	7. Family and Consumer Sciences: Fashion, Hospitality, Interior Design, Human Services, Nutrition 8. Ornamental Horticulture 9. Administration of Justice 10. Auto Technology 11. Aviation 12. Marine Science and Technology
	Library		
2016-2017	Physical Education	1. Division Office 2. Dance 3. Physical Education	4. Massage Therapy 5. Physical Fitness 6. Adapted P.E.

Academic Affairs Program Review Calendar

Programs not undergoing Program Review complete the annual program review report and Action Plan documents that serve to drive the forthcoming budget as well as those undergoing review.

2011-2012

Physical Science

1. Division Office 2. Chemistry 3. Earth Sciences:

Oceanography and Geology

4. Engineering, Physics &

Astronomy 5. Mathematics

Creative Arts 1. Division Office

2. Art 3. Theater Arts

4. Music 5. Photography

2012-2013 Social Science 1. Division Office

2. Anthropology 3. Child Development 4. Economics 5. Education 6. Ethnic Studies 7. Geriatric

9. Geography 10. History 11. Political Science 12. Psychology 13. Sociology 14. Women's Studies

Business/Technology

1. Division Office 2. Business Skills 3. Computer Science & Information Systems

4. Business 5. Cooperative Work Experience 6. Real Estate

2013-2014 Humanities 1. Division Office

2. English 3. ESL 4. Humanities 5. English and Study Skills

Center

6. Linguistics 7. Philosophy 8. Reading Center 9. Speech Communication 10. World Languages

Nursing

2014-2015 Accreditation Year – Self-Study completed Fall 2014. Accreditation site visit Spring 2015.

2015-2016 Life Science 1. Division Office

2. Anatomy and

Physiology 3. Biology 4. Health 5. Dental Assisting 6. Medical Assisting

7. Family and Consumer Sciences:

Fashion, Hospitality, Interior Design, Human Services, Nutrition 8. Ornamental Horticulture 9. Administration of Justice 10. Auto Technology 11. Aviation 12. Marine Science and Technology Library

2016-2017 Physical Education 1. Division Office

2. Dance 3. Physical Education

4. Massage Therapy 5. Physical Fitness 6. Adapted P.E.

APPENDIX DD: Academic Affairs Program Review Self Study

Program Review – Annual Update/Action Plan 2011-2012

Date: April 2012

Program: Library

Prepared by: Stephanie Tetter, Library Division Chair

1. List in order of priority.
2. Select one of the abbreviations that best describes the status of each action plan item described in your most recent program review: “C” means completed; “IP”, in progress; “D”, deleted; “A”, added; “NM”, no money.
3. For those items that are specifically described in your department’s Program Reflections on Student Learning forms, check the box under PRSL (Program Reflections on Student Learning).
4. For those items that address one or more of the institutional goals, check the box under Goals.
5. Please check if item is One Time (OT) or Ongoing (OG).
6. Please provide rationale for additions and deletions, referring to the Program Reflections on Student Learning form as appropriate.
7. Attach the most recent Program Reflections on Student Learning from each department or area.

Budget-Dependent Items

Status (C,IP,D,A, NM))	Action Item	Supports		Timeline	Person(s) Assigned	OT or OG?	Amount
		Goals	PRSL				
NM	Increase budget for subscriptions for databases	X	X			OG	\$40,000
NM	Add adjunct faculty librarians for Ed Center	X	X			OG	\$12,000
IP	Revision of library website	X	X	Summer 2012	Librarians	OT	\$3,500
IP	Incorporate discovery tool/search function across all online resources	X	X	Summer 2012	Librarians	OG	\$10,000
IP	Upgrade study room monitors or remove computers from study rooms	X	X	2012-13	Technology Coordinator	OT	\$4,000
IP	Upgrade software licenses (Including for wireless printing)	X		Fall 2012	Technology Coordinator	OT	\$700
A	Upgrade student use computers in library	X		ongoing	Administration	OG	\$25,000/yr

Monterey Peninsula College Substantive Change Proposal - October, 2012

							(25 @ \$1,000 each)
NM	Training for new library systems technology coordinator	X		2012-13	Technology coordinator	OT	\$3,000 est.
A	Archival supplies	X	X	2012	Tech Services Librarian	OT	\$3,000
A	Expand LibGuides	X	X	2012-13	Librarians	OG	\$1,500
NM	Hire an Associate Dean of Library and Learning Resources	X			Administration	OG	\$107,000 + benefits

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Student use computers are aging. It would be prudent to replace 25 per year

Adjunct librarian focused on and specializing in archives and special collections is completing inventory and needs storage supplies

LibGuides are becoming an essential tool for instruction and should be continually improved (requires staff time and subscription)

NOTE: We expect to have to replace the library's Voyager ILS (Integrated Library System), currently hosted by CSUMB, within the next four years. There are many options for this, including a standalone system hosted at MPC, a SAAS (software as a service) implementation of MPC's system hosted elsewhere, and a variety of consortial options. WE are exploring pricing for these in order to begin planning.

Monterey Peninsula College Substantive Change Proposal - October, 2012

Non Budget-Dependent Items

Status (C,IP,D,A)	Action Item	Supports		Timeline	Person(s) Assigned
		Goals	PRSL		
IP	Complete analysis of entire collection	X	X	Fall 2013	Librarians
C	Increase interest in and awareness of Family History Series courses	X	X	Ongoing	Librarians
A	Plan for replacement of library's integrated automated system	X	X	Ongoing	Librarians

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Faculty and Staff Positions

Status (C,IP,D,A)	Position	Supports	
		Goals	PRSL
IP	Requested Digital Services Librarian position from AAAG in Oct. 2011 as an update to vacant position left by previous library director/faculty. Five positions were funded; this position ranked 6 th in the voting at AAAG. We have listed as "in progress" because we plan to ask again in the next cycle (Fall 12).	Y	Y

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

APPENDIX EE: Academic Affairs Program Review Support Team Review Form

Name of Program:	
Support Team Members:	

1. Mission

	Comments
a. Does the program support the mission of the college?	
b. Is the program's mission appropriate?	
c. 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	

<p>Improvement Plan. Does it take into account the data and comments described in the program profile?</p>	
---	--

4. Student Learning

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

5. Staffing

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

6. Summary

	Comments
<p>a. Does the prioritization of the PIPs seem reasonable given the needs and challenges faced by the program?</p>	
<p>b. Are the PIPs appropriately aligned with the college's</p>	

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?	

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?

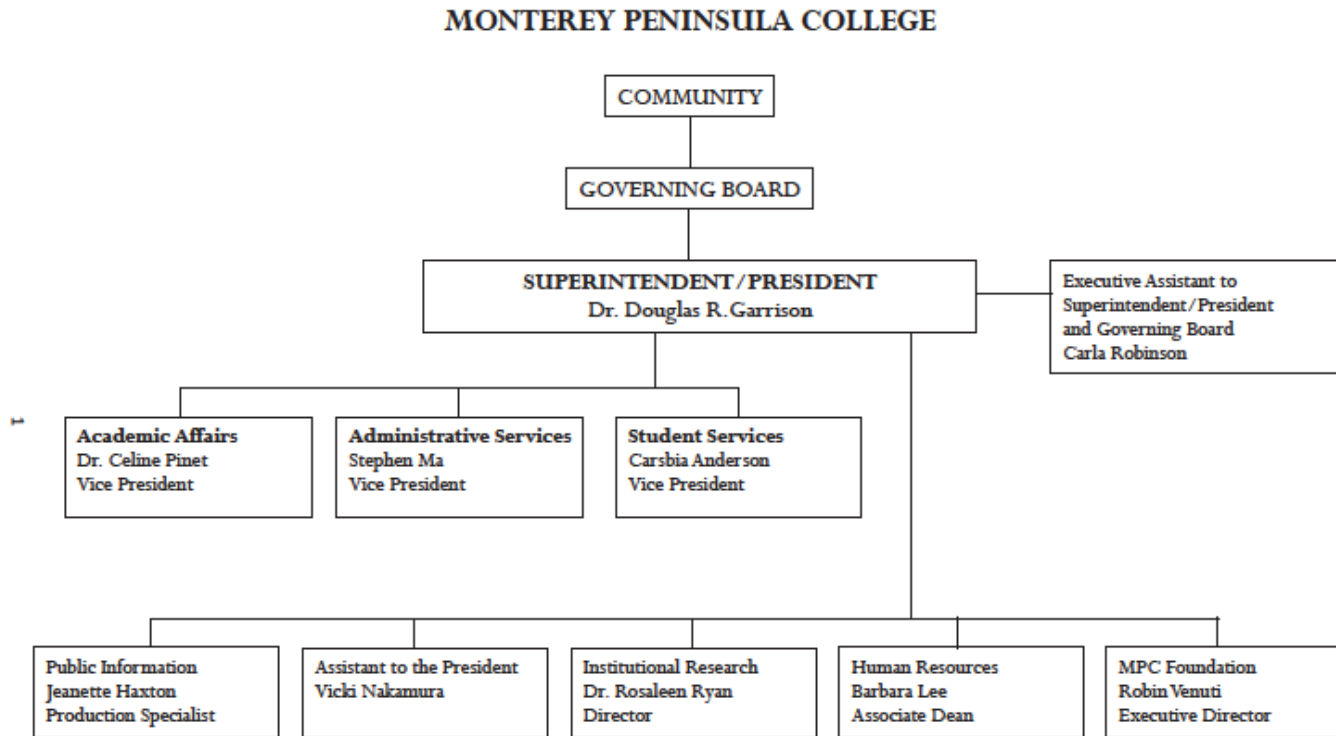
APPENDIX FF: Board Meeting Minutes – 3/24/09, 8/23/11, 3/21/12
(Attached separately)

APPENDIX GG: California Community College Chancellor’s Office Approved Programs

(Attached separately)

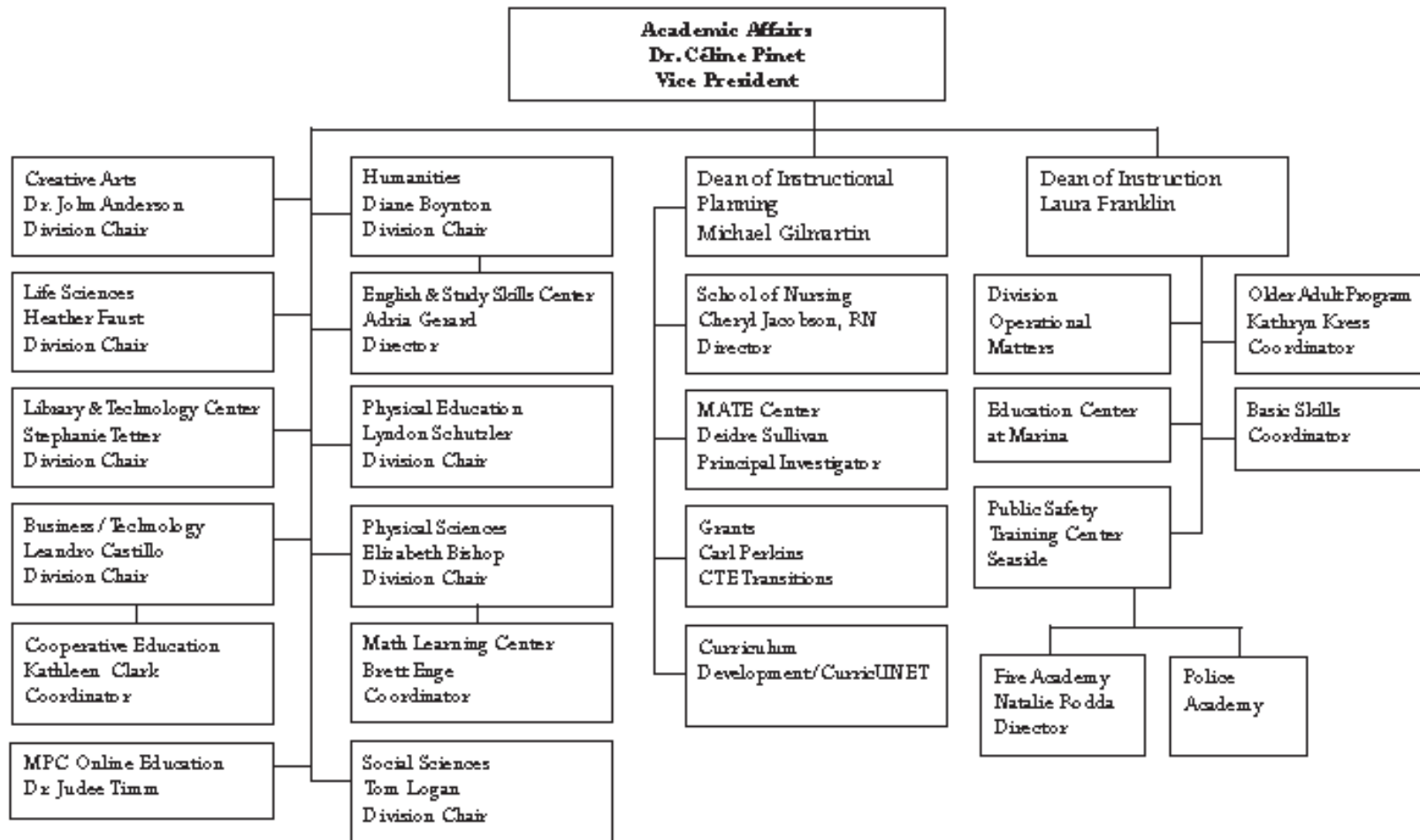
PROGRAM	DEGREE	DEPT.	COURSE #	COURSE TITLE
Accounting	Associate in Science (Career Technical)	BUSI	1A	Financial Accounting
Accounting	Certificate of Achievement (Career Technical)	BUSI	1A	Financial Accounting
Administration of Justice - Corrections	Certificate of Training	ADMJ	6	Introduction to Evidence
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 HH: MPC Organization Charts



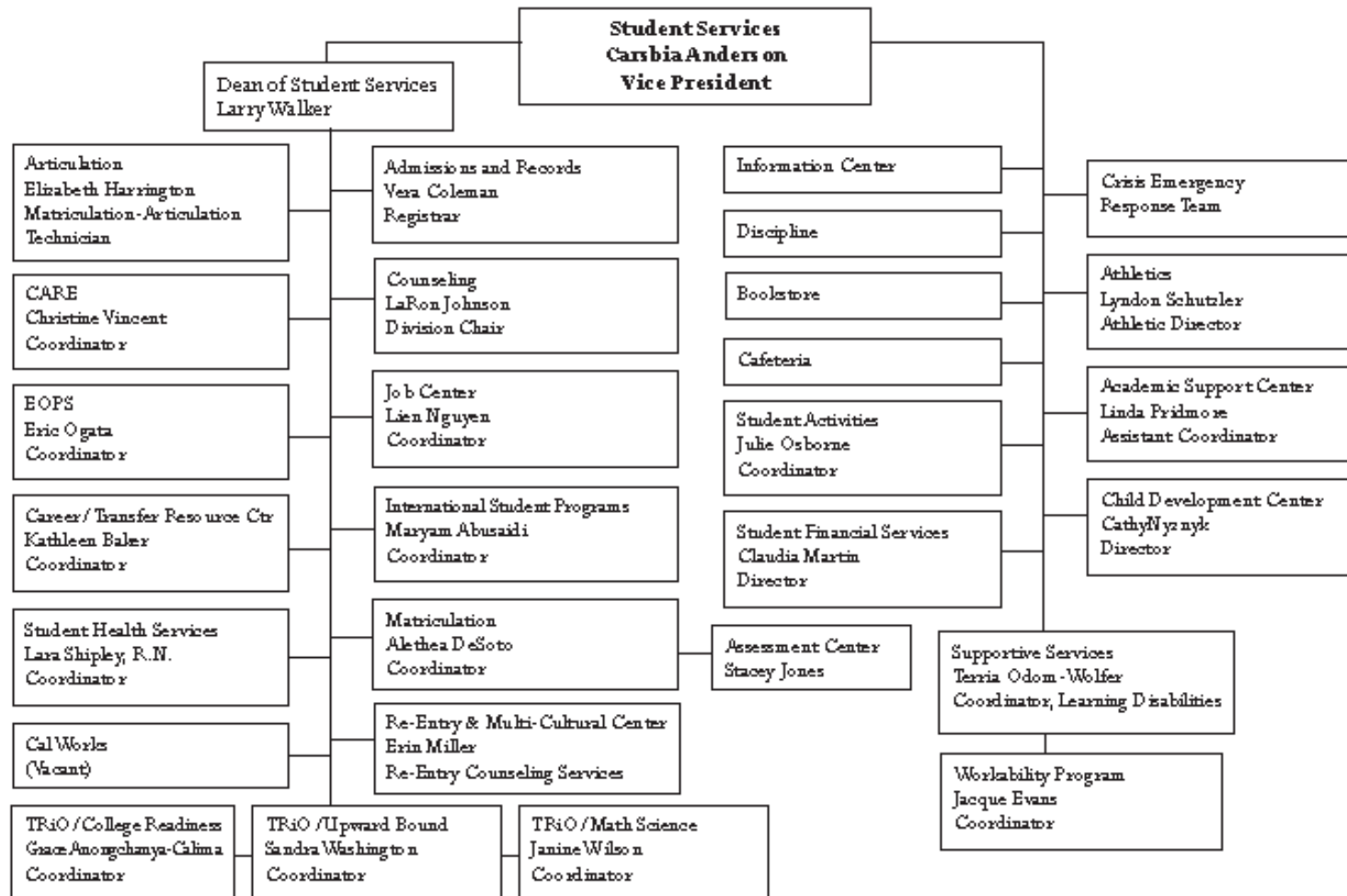
March 2012

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

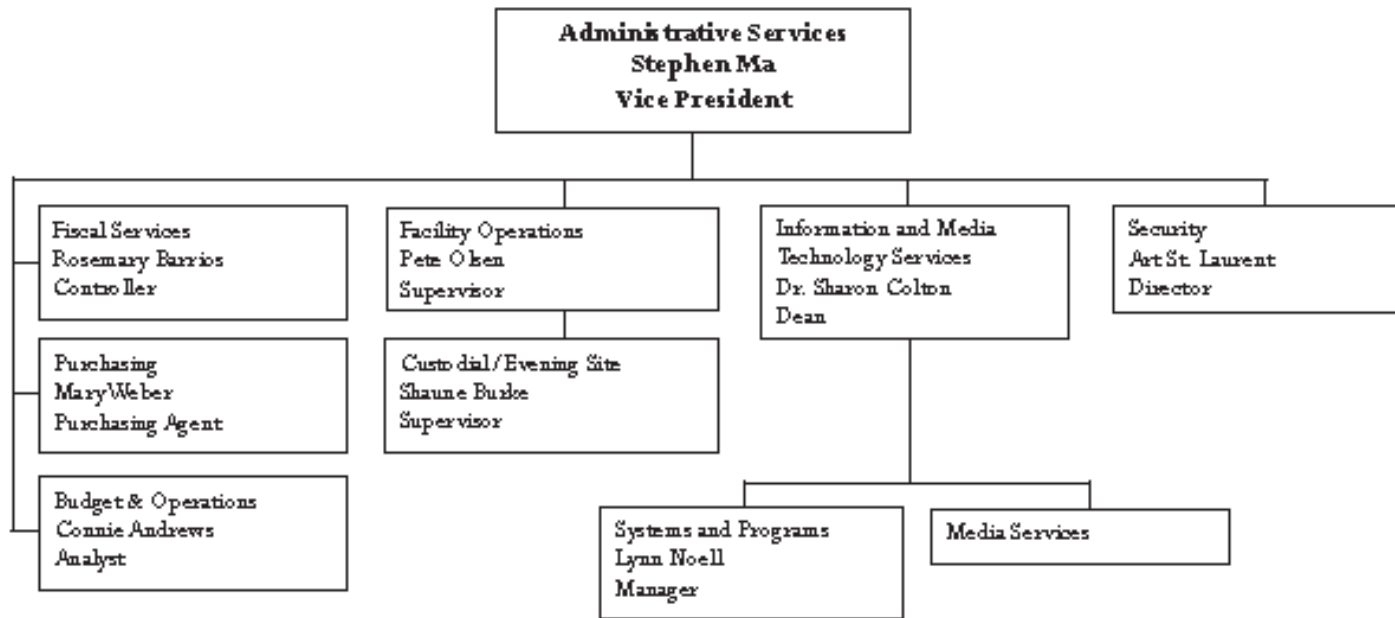


March 2012

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



MONTEREY PENINSULA COLLEGE
ADMINISTRATIVE SERVICES 2012-2013



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

(attach separately)

EVALUATION REPORT

**MONTEREY PENINSULA COLLEGE
Monterey, CA 93940**

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Monterey Peninsula College from March 8-11, 2010

Francisco C. Rodriguez, Ph.D.
Chair

APPENDIX JJ: ACCJC 2ND Follow-Up Letter to Dr. Garrison
(attach separately)



**ACCREDITING
COMMISSION**
**for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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Associate Vice President
NORVAL WELLSFRIY

February 1, 2012

Dr. Doug Garrison
Superintendent/President
Monterey Peninsula College
980 Fremont
Monterey, CA 93940

Dear President Garrison:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2012, reviewed the Follow-Up Report submitted by the College. The Commission took action to require that the Monterey Peninsula College report on the resolution of Recommendation 4 in the upcoming Follow-Up Report due October 15, 2012 as well as Recommendations 1, 2, and 3 as directed in the Commission's action letter dated June 30, 2010.¹

The Commission requires that the Follow-Up Report be submitted by **October 15, 2012**. The Follow-Up Report should demonstrate that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Accreditation Standards.

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).

Recommendation 1: In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, program, certificates and degrees, the team recommends that the college complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).

¹ Institutions that will be preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission will want to review the new publication *Guidelines for the Preparation of Reports to the Commission*. This publication contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (www.accjc.org/college-reports-accjc).

APPENDIX KK: Board Meeting Minutes 5/24/11

(attach separately)

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD OF TRUSTEES**

REGULAR MEETING

1:30pm, Closed Session, Stutzman Seminar Room, LTC
3:00pm, Regular Meeting, Sam Karas Room, LTC
980 Fremont Street, Monterey, California 93940
www.mpc.edu/GoverningBoard

TUESDAY, MAY 24, 2011

MINUTES

1. OPENING BUSINESS

- A. Call To Order – Chair Lynn Davis called the Regular Meeting to order at 1:30pm.
- B. Roll Call – present:
 - Mr. Charles Brown, Vice Chair
 - Mr. Lynn Davis, Chair
 - Dr. Douglas Garrison, Superintendent/President
 - Mr. Charles Page, Trustee
 - Dr. Loren Steck, Trustee
 - Staff: Steve Ma and Barbara LeeAbsent:
 - Dr. Margaret-Anne Coppemoll, Trustee
- C. Public Comments on Closed Session Items – none.
- D. Closed Session – items under discussion:
 - 1) Conference with Real Property Negotiator (Government Code 54956.8)
 - a) Property Parcel: E19a.5.
 - b) Agency Negotiator: Steve Ma
 - c) Negotiating Parties: Fort Ord Reuse Authority
 - d) Under Negotiation: Price or Terms of Payment
 - 2) Conference with Labor Negotiators (Government Code Section 54957.6)
 - a) Agency Negotiators: Steve Ma and Barbara Lee
 - b) Employee Organization: MPCEA (Monterey Peninsula College Employees Association) and MPCTA (Monterey Peninsula College Teachers Association)
 - 3) Superintendent/President Quarterly Evaluation.
- E. Reconvene to Regular Meeting and Roll Call – Chair Lynn Davis reconvened the Regular Meeting to order at 3:00pm. Present:
 - Mr. Charles Brown, Vice Chair
 - Mr. Lynn Davis, Chair
 - Dr. Douglas Garrison, Superintendent/President
 - Mr. Charles Page, Trustee
 - Dr. Loren Steck, Trustee