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

**Draft**

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

To Be Submitted October 2011

**MPC | MONTEREY PENINSULA COLLEGE**

980 Fremont Street
Monterey, California 93940

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# Statement on Report Preparation

Following the receipt of the ACCJC action letter of June 30, 2010, requesting a Follow-up Report for Recommendation #4 on Distance Education, Dr. John Gonzalez, former Vice President of Academic Affairs*, presented a plan of action (#1) to develop an institutional response.  This plan included the formation and charge of the Institutional Committee on Distance Education (ICDE) with members representing faculty, staff, administration, and students.  This committee replaced the previous Distance Education Task Force.

In addition to the formation of the ICDE the plan included the recommendation to assign a new Distance Education faculty coordinator (40% load assignment) with a direct reporting line to the Vice President of Academic Affairs.  The Distance Education Coordinator and the Vice President of Academic Affairs would co-chair the ICDE and work collaboratively to prepare reports and implement ICDE recommendations.  The proposed timeline for ICDE activities leading to the development and submission of the Follow-up Report is shown below:

| Date | Action |
| --- | --- |
| October 10,2011 | ACCJC Receives Follow-up Report |
| October 7, 2011 | Follow-up Report is Mailed to ACCJC |
| September 2011 | Shared Governance Groups and Board of Trustees Review Follow-up Report |
| February - May 2011 | Committee Implements Recommendations and Drafts Follow-up Report |
| November 2010 | Shared Governance Groups Review Recommendations |
| September 7 – Oct. 29,2010 | Committee Conducts Distance Education Assessment, Research on Best Practices, and Drafts Recommendations |
| September 3,2010 | Form Institutional Committee |

On September 7, 2010, this proposal was presented to the College Council at which time consensus was reached to proceed with forming the ICDE (#2).  After the proposal's second reading on September 21, 2010, the College Council approved the proposal in its entirety (#3).

The first meeting of the ICDE was held on September 17, 2010 (#4), at which time the charge, mission and timeline of committee work were discussed.  It was felt that preparing this Follow-Up Report was an opportunity for the College to develop a long term plan that could provide direction, support, and greater visibility to this most important delivery system.  The ICDE met every week for the next 5 weeks (#5-#8), reviewing best practices and developing recommendations for distance education on our campus.  Committee members were assigned a topic outlined in the

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*Dr. Gonzalez retired in January 2011.

ACCJC action letter and related to their expertise to investigate MPC's current practices and research best practices. Their findings were presented and became the basis for the recommendations presented to the College campus for review. As information was gathered, it was posted on the ICDE committee website (# 18) that was developed to keep the campus community informed.

A draft of "The Response to ACCJC Accreditation Recommendation #4 On Distance Education" (#19) was then vetted through the shared governance process. As noted in this ICDE report to the college,

> *These recommendations focused on creating a long-term plan that will be implemented incrementally with its primary objective on serving the educational needs of the online student at Monterey Peninsula College and supporting distance education faculty.*

Presentations were given to the Academic Affairs Advisory Group (#9), Administrative Services Advisory Group (#10), Student Services Advisory Group (#11), Academic Senate (#12), and the College Council (#13). Recommendations from each group were incorporated into this report. On December 16, 2010 (#14) the College Council approved the report in principle and asked that we move ahead through the resource planning and allocation process in establishing a Cost Center for Distance Education.

Once the Response document was approved the ICDE met on average of twice a month to prioritize and implement the listed recommendations. With the retirement of the Vice President of Academic Affairs, the new co-chair position to the ICDE was assigned to Ms. Laura Franklin, Dean of Instruction who worked with the Faculty Coordinator, Dr. Judee Timm. 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 needed to be of focus this academic year. 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.

The remainder of the spring 2011 semester was devoted to accomplishing these aforementioned priorities and developing the Response Report document. In April 2011 a draft outline for this report was presented to the ICDE for input and recommendations. The outline was approved (#16 & #17) and the preliminary draft was vetted and edited by committee members. Preliminary presentations on the draft were present to shared governance groups in May 2011 soliciting feedback. The final report will presented to the College Council and Board of Trustees in September 2011.

# 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 course (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).*

## Background

The Institutional Committee on Distance Education (ICDE) was formed and the position of Coordinator of Distance Education was established in September 2010 to develop an institutional plan of action and response to the aforementioned ACCJC team recommendation. As stated, the ICDE determined that this recommendation focused on two areas of concern; namely, 1) the evaluation of student learning experiences and 2) the development of clear protocols and strategic goals for distance education student success. With this focus, the ICDE evaluated current practices for distance education at our college, researched best practices of other colleges and in current publications, and developed a comprehensive response report that was presented and discussed in key shared governance committees throughout the campus. Recommendations from campus committees were included in the document entitled, "Response to ACCJC Accreditation Recommendation #4 on Distance Education" (#19). This document was approved by the College Council on December 16, 2010 (#14) and served as a guide in focusing the ICDE efforts in implementing recommendations and developing the ACCJC Follow-up Response. The discussion below will delineate the resolution of each area within Recommendation #4, an analysis of results to date, evidence of results, and future plans for distance education at Monterey Peninsula College.

## Evaluation of Online Student Learning Experiences

Given the recommendation to develop 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 IDCE focused on two areas: namely, *evaluations of online academic experiences* (IIA.2) and the *review of online access to student services* (IIB.3a).

> ***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.

***Results of Evaluation of Online Academic Experiences:***  At this time progress has been made in several areas to improve the review process and feedback of online courses and instruction. In reviewing the online ***student evaluation process***, it was found that the student response rate for online course evaluations was negligible.  The college uses Class Climate - a program for student evaluations which requires students use their MPC email address to receive and submit the evaluation survey.  Since most online students do not use an MPC email address as their preferred address, 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.  Since the evaluation tool is a negotiable item, the online evaluation survey was modified in collaboration with our union representatives, the Coordinator of Distance Education, and the Dean of Instruction.  In addition to the modified survey instrument, the ICDE recommended that the College send online teacher evaluations and access code directly to the online student's preferred email address.  In March 2011, each student enrolled in online courses due for evaluation was sent a direct web link to the survey instrument and an access code to his/her preferred email address (#21).  An email reminder was also sent a week later. Unfortunately, student response rates under this new process did not significantly improve.   An administrative decision has been made to require all students enrolled in MPC courses (both online and on ground) to activate and use MPC email addresses for all college communications by spring 2012.  Once implemented, this will allow direct delivery of evaluations to online students.  However, the ICDE will revisit strategies and make recommendations in fall 2011 to improve student response rates to these surveys.

The current ***Online Course Approval Process*** was also evaluated in collaboration with the Curriculum Advisory Committee (CAC).  As a result, a new online course approval form (#23) and process (#24) were developed.  The online course approval process will now include a review and sign-off of a CAC online subcommittee (composed of the Coordinator of Distance Education, and representatives with background in Library and Technology Services, Online Instruction, and Student Accessibility) before moving forward to the Curriculum Advisory Committee.

The inclusion of ***Student Learning Outcomes*** on all course syllabi was recommended by the MPC Academic Senate on September 2, 2010 (#40).  Academic Senate representatives and Division Chairs were urged to bring this recommendation back to their divisions for implementation.  At the spring 2011 Flex Program, the Academic Senate President reminded all faculty members to include SLOs on their syllabi and to instruct their adjunct instructors to do the same (#41).  During both the fall 2010 and spring 2011 semesters, the Office of Academic Affairs reviewed all of the syllabi (a copy of each syllabus is turned into Academic Affairs at the beginning of each semester) to confirm that SLOs were included. Those instructors who did not include the SLOs on the syllabi were contacted and asked to do so in the future.   A major focus of the fall 2011 flex program was devoted to reviewing SLO's for courses offered in each division.  Faculty met to review and document stated outcomes, discuss teaching/learning strategies to help students meet stated outcomes, and define assessments that would accurately measure stated outcomes. These discussions focused on all courses (both online and on ground) offered at the college.

Finally, several ***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.  Plans have been set to continue with offering monthly workshops during the 2011-2012 academic year.  In addition to these workshops, a new online newsletter has been launched to keep instructors informed of current developments in online education (#43).

*Evidence of Evaluation of Online Academic Experiences:*  As evidence of the activities described above the following documentation is included:

- Revised online instructor evaluation survey (#20)
- Sample email and access code sent to each online student (#21)
- Comparison of student response rates (#22)
- Revised online course approval form (#23)
- Revised online course approval process (#24)
- eQuality workshop materials (#25)
- Online tips and tricks workshop handouts (#26)
- Workshop attendance sheets (#27)
- Academic Senate Minutes Recommending Implementation of SLO's (#40)
- Flex Day Announcement of SLO Implementation (#41)
- MPC Online Newsletter (#43)

*Additional Plans for Improving Evaluation of Online Academic Experiences:*  Although we have made significant progress, there is still much left to do in the future.  1) The administration has made the decision to require each MPC student to activate and use an MPC email address for all campus communications, which includes online instruction, starting in spring 2012.  Notices and announcements have been made on the college and MPC Online websites as well as on student registration documents in preparation for this change. The use of MPC student emails will streamline the distribution of student evaluations, but the college still will need to address other methods to encourage better levels of student responses.  2) MPC will continue offering on-campus workshops focusing on best practices in teaching and design of online courses.  3) The development of general guidelines/standards for instructor peer evaluations for online courses will need to be addressed with subsequent workshops for peer evaluators and evaluatees.

*Resolution of Online Student Access to Student Services:* The plan to address student access to online student services as recommended by the ICDE and approved by the College Council is identified as follows:

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 for 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 parallel with these aforementioned recommendations, the ICDE recognizes that given,

> . . . the MPC College website is a vital link to campus programs and services for all students and especially online students, it is critical that <u>all</u> campus sites are updated and reviewed for accuracy on a systematic basis.  To online students the MPC College website is their virtual world of the MPC campus.   Therefore, it is vital that all information and services be accurately and professionally represented as well as easily accessible (#19).

To this end, the long-term plan also includes 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*

**_Results of Online Student Access to Student Services:_**  The ICDE held 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 required links needed to update the MPC Online college website.  The MPC Online login page (http://mpconline.mpc.edu) has been updated to provide clear, direct links to the online help desk, college website, course offerings, and readiness assessments.

The Monterey Peninsula College website (www.mpc.edu) provides online students with comprehensive information about the degree and certificate programs offered at the college.  A link to Academics is listed on the home page, which leads students to a list of Associate Degrees, Certificates of Achievement and Certificates of Training.  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.

All student services programs are listed on the website (Student Services link), and each program provides online information for students.  A link to an online advisor provides access for online students who need specific programmatic information.

The updated Career Services website (www.mpcfaculty.net/counseling/careerservices.html) helps students with the career development process from assessment through job search. The college partners with Plaksa to offer an online job search program.  This is accessed through the Job Placement link.

Student Financial Services 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. However, due to limited funding and staffing, the "Financial Aid Access" link, that provides students with information regarding their status in the financial aid process, can only be accessed on-campus.   The Information Technology Department is currently working on alternatives to activate this link in the future.

> ***Evidence of Online Student Access to Student Services:***  As evidence of the activities described above the following documentation is included:

- MPC Online Website status report (#28)
- MPC Online Login Page (#29)
- Moodle Readiness Assessment surveys (#30)
- Financial Aid website (#31)
- Career Services website (#32)
- Student Financial Services website (#33)
- MPC College website academic and students services links (#34)

> ***Additional Plans for Improving Online Student Access to Student Services:***  Improving online student access to student services must be an ongoing process since it requires the entire campus community to be vigilant in updating information and is dependent on available resources in providing services.  Recognizing that tutoring services are essential in supporting student success, it is critical that online students be informed of where and when these services are available and how they can be accessed.  We will continue investigating methods of providing online tutoring with our Learning Center coordinators with the aim of implementing an efficient and effective support mechanism for the online learning environment.

The main priority, however, will be to update the MPC Online website for online students providing more direct links to student services and campus information including the "Financial Aid Access" link on the Financial Student Services website.  A website task force (subcommittee of the ICDE) will be charged with updating the MPC Online website.  We will also continue to make efforts with various campus service departments to make sure their websites are updated and accurately reflect the services and information needed by online students to assure successful student outcomes.


## Development of Protocols and Strategic Goals to Support Distance Education Student Success

Given the second recommendation in Recommendation #4 on Distance Education 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

following discussion will describe MPC's efforts to assure 1) distance education programs meet the mission of the institution and uphold its integrity (IIA.1);  2) quality and improvement of all distance education courses and programs (IIA.2); and 3)  distance education students receive clear and accurate information about educational courses, programs, and transfer policies (IIA.6).

***Resolution*:**  In addressing this recommendation, the college focused on developing a long-term plan, redefining its organizational structure and reporting lines, providing on-campus opportunities for student and faculty development, and defining protocols and standards for distance education.

*Long-term Plan.*  Using ACCJC recommendations for distance education as a guide, the college developed a long-term plan which was proposed by the Institutional Committee on Distance Education (ICDE), reviewed by all campus committees, and approved by the College Council on December 16, 2010.   The intention of the document entitled, "Response to ACCJC Accreditation Recommendation #4 on Distance Education" (#19), as noted previously, was to create "*a long-term plan . . . with its primary objective on serving the educational needs of the online student at Monterey Peninsula College and supporting distance education faculty."*  This plan provides a review and recommendations regarding 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.  This plan has served as the overarching guide to establishing goals, identifying priorities and focusing efforts to improve distance education at MPC.

*Distance Education Mission and Goals.*  The Institutional Committee for Distance Education first reviewed the MPC College Mission and Goals as related to Distance Education.

## MPC 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.

Goal I.   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. Institutional Goal 1: Promote academic excellence and critical thinking across all areas and disciplines.

Given our college mission, the Mission Statement and Goal for Distance Education was developed as follows:

Distance Education Mission Statement

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

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 to online students.
e. Provides evaluation tools and establishes processes that secure relevant feedback on online course design, implementation, and student learning.

*Organizational Structure.*  In developing and reviewing the activities in the long-term plan for distance education, it was apparent that the college needed to establish a more focused structure for distance education.  The plan recommends a structure that would:

- Establish a framework through which priorities can be communicated to the administration through the shared governance system;
- Identify specific resource needs and be assured that those resources are assigned appropriately;
- Establish a systematic method of accountability where resources, priorities, and controls can be documented; and
- Provide a structure to focus resources on a long-term vision.

*Student and Faculty Development.*  Recognizing that faculty development is critical for effective teaching and learning in the dynamic environment of online education, the long-term plan identifies the need for:

a. A dedicated webpage for faculty training resources
b. An updated Online Learning Handbook
c. Funding for faculty development in both technology and pedagogy for online instruction
d. A mentoring program for new online instructors
e. Systematic offerings of campus workshops on online design, implementation, and technology usage for online instructors
f. An examination of the appropriateness of certification for online instructors

*Protocols and Standards.*  The MPC plan for distance education focused on the necessary protocols and standards needed to support a student's successful navigation of the online educational environment to achieve their academic goals including learning outcomes, program completions, and successful transfer or job attainment.  To this end the plan focuses on several areas to establish standards, maintain quality, and assure the integrity of our online courses and programs including:

a. Online course approval process
b. Standards of best practices for online instruction and course design
c. Effective evaluation and feedback of online experiences

### *Results:*

*Mission and Structure.*  In keeping with the College Mission and the long term plan for Distance Education a  proposal entitled, "Proposed Distance Education Cost Center and 2011-12 Proposed Budget,"  (#14) was submitted and approved by the College Council (#15) to establish Distance Education as a separate cost center.  This cost center will have the administrative responsibility and focused priority of providing support and oversight for online instruction …to assure quality, pedagogical effectiveness, and successful student outcomes" (#14, p. 1).  It will work in collaboration with the Technology & Media Services Department who is responsible for supporting the technology infrastructure for online delivery.   The Center will be staffed by the Faculty Coordinator for Distance Education (an established new assignment), a Technology Resource Specialist, and student interns.  The approved proposal includes funding for staff development, supplies, and server support.  It also outlines job descriptions for each staff member. The Institutional Committee on Distance Education will continue to serve in an advisory capacity in recommending distance education activities and establishing priorities.  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 (#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 (#39).   The MPC Foundation is currently working on identifying donations for this purpose.

*Student and Faculty Development.*  Another priority in supporting protocols and standards was to offer additional opportunities to online faculty and students in developing their skills for online success.  To this end the college continues to offer one-on-one faculty support in course design and development, as well as providing student support through its help desk.  The Moodle

login site (#29) has been updated to provide students with self assessments to measure their readiness for online instruction. In addition, on-campus faculty development seminars were provided once a month during the spring 2011 semester focusing on quality strategies and tools for distance education. Monthly workshops will continue in 2011-2012. To keep the campus community informed of ICDE activities, a committee website (#18) was established to house research findings, reports, and minutes of meetings. The Faculty Handbook for Online Instruction has been revised to provide a host of resources for all online faculty members (#36). Finally, on online workshop to help students navigate the technical aspects of the online course platform, "Moodle Quickstart," (#37) is currently being developed to launch in the spring 2012 semester.

*Protocols and Standards.* Several areas are being developed to establish standards, maintain quality, and assure the integrity of our online courses and programs. The ICDE working with the Curriculum Advisory Committee and the Dean of Instructional Planning has updated the Course Approval Form for Distance Education (#23) and develop an approval process for distance education courses (#24). The ICDE has also been working on recommendations to the administration and MPCTA (Monterey Peninsula College Teacher Association) on negotiable items to support online teachers in developing and providing quality online courses (#38). A survey was developed and distributed to ICDE members to identify key issues for negotiation (#42). As mentioned previously in this report, the process and survey instrument for student evaluations of online instruction has been revised (#20).

*Evidence:* As evidence of the activities described above the following documentation is included:

- Response to ACCJC Accreditation Recommendation #4 on Distance Education (Long-term Plan for Distance Education) (#19)
- Proposed Distance Education Cost Center and 2011-12 Proposed Budget (#14)
- College Council Minutes Approving Cost Center Budget, May 2, 2011 (#15)
- Appendix A: Organizational Structure and Reporting Line for Distance Education (#35)
- ICDE Committee Website (#18)
- Revised Faculty Handbook for Distance Education (#36)
- Moodle Quickstart (#37)
- Revised Course Approval Form for Distance Education (#23)
- Developed Approval Process for Distance Education Courses (#24)
- Negotiable Items Report (#38)
- Revised Online Instructor Evaluation Survey (#20)
- MPC Foundation Grant Proposal for Distance Education (#39)
- Survey of Negotiable Items (#42)

*Additional Plans:* Although significant initial progress has been made in this area, there is still much left to accomplish. Increased funding will be necessary to support online faculty and students in maintaining quality and integrity of the courses and programs offered. To this end, the New MPC Online Center will be vigilant in soliciting outside funding where possible. MPC still needs to have contract language negotiated for distance education. The ICDE plans to hold a workshop with all online instructors in the fall 2011 semester to determine their contract priorities before submitting recommendations to the MPCTA. Protocols and standards for online course development and peer evaluation need to be established. Ongoing training and development

opportunities will continue to be offered during the 2011-2012 term for faculty, administrators, and students to provide tools and education on best teaching and learning practices as well as the new developments in distance learning.

# Conclusion

This campus community effort in developing the Follow-up Report to ACCJC Recommendation #4 on Distance Education has been a fruitful discovery process and education on the status of Distance Education at Monterey Peninsula College.  It gave the institution focus on what currently existed, what needed to be improved, and what needs to happen in the future.  This process increased the realization that online student success needs a committed online *campus community*, a long-term plan, and institutional support.  Our efforts thus far have illustrated a good faith effort and commitment by faculty, staff, and administration to support and continually improve our online offerings to help each student achieve their educational goals.

# Evidence List

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| 3 | **College Council Minutes, September 21, 2010; Approval to Proceed with Accreditation Follow-up Plan** | **4** |
| 4 | **Institutional Committee on Distance Education Minutes, September 17, 2010** | **4** |
| 5 | **Institutional Committee on Distance Education Minutes, October 1, 2010** | **4** |
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| **39** | **MPC Foundation Grant Funding Proposal for Distance Education** | **13,14** |
| **40** | **Academic Senate Minutes on SLOs, 9/2/10 (http://www.mpcfaculty.net/senate/9-2-10/Minutes9-2-10.doc ).** | **7,8** |
| **41** | **Flex Day Announcement on SLO's (http://prezi.com/akay6h7zs8kf/flexdays11/)** | **7,8,14** |

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# Certification of Follow-up Report

October 2011

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 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, Chief Executive Officer, Monterey Peninsula College

        _____Date:_____
        Mr. Lynn Davis, President, Board of Trustees

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

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

        _____Date:_____
        Ms. Laura Franklin, Co-Chair, Institutional Committee for Distance Education