
Substantive Change Proposal:

**To Continue to Offer over 50 Percent of the
Family Research Studies Program
Online**

Prepared for

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

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**Monterey Peninsula College
Substantive Change Proposal:**

**To Continue to Offer over 50 percent of the Family Research Studies
Program Online**

I. A concise description of the proposed change and the reasons for it.

The purpose of this proposal is to request approval to continue to offer over 50 percent of the Family Research Studies program online.

Monterey Peninsula College has offered family research studies courses (also referred to as genealogy courses in this document), a very unique discipline for community colleges, since 1991. Subsequently, in 1995, as a result of the interest in this discipline in the Monterey area, the college developed and obtained approval from the Chancellor's Office of the California Community Colleges to offer a program in Family Research Studies. In academic year 2000-2001, as a result of the fast advancement in and access to electronic databases, the faculty converted the curriculum to the online format. The family research studies courses have been offered online ever since the conversion in 2001.

The Family Research Studies program consists of the following core courses:

Course	Course Title	Units	Offered Online
Library Services 50	Introduction to Information Competency and Literacy	1	X
Library Services 60	Family Research Studies: Genealogy I	3	X
Library Services 61	Family Research Studies: Genealogy II	3	X
Library Services 62	Family Research Studies: Genealogy III	3	X
Library Services 63	Family Research Studies: Genealogy IV	3	X
	Total	13	100%

Students have the option of obtaining a certificate of achievement or an Associate in Arts degree in Family Research Studies. The certificate requires 25 units, including the 13 units in the core courses listed above. The Associate in Arts degree requires a total of 60 units – 25 units in prescriptive courses, including the 13 units from the core courses listed above, plus prescriptive electives in business skills, geography, history, and other library studies courses. For further details, see Appendix A – the 2009-2011 MPC Catalog, pages 79-80 and 190-191.

The student learning outcomes for the program are published in the College Catalog and read as follows:

Upon successful completion of the Family Research Studies program, student will be able to:

- *Formulate research strategies to access and interpret genealogical resources in a variety of formats.*
- *Critically evaluate and interpret a variety of resources related to family history.*
- *Complete a record documenting the results of genealogical research [Appendix A 2009-2011 MPC Catalog, page 79].*

Family Research Studies Chronology

1991-1992	Family research studies courses were developed
1995	Program submitted to the Chancellor's Office of the California Community Colleges for approval
2000-2001	Family research studies courses were revised. The revision included converting the delivery mode from traditional (on-ground) to online. Also, the format of Library Services 61 and 62 was changed from three hours lecture and two hours lab to five hours lecture each [Appendix B – Family Research Studies Program Change, 2001].
2001	Family research studies courses were offered online for the first time. Courses have been offered online ever since.
2006	Library Services 63 – Family Research Studies: Genealogy IV, a three-unit course, was added to the core courses. Also, the format of Library Services 61 and 62 was changed from five hours lecture to three hours lecture each [Appendix C – Family Research Studies Program Change, 2006].

Evidence of a clear relationship to the institution's stated mission

Monterey Peninsula College Mission Statement. The Family Research Studies program clearly addresses the mission of the college on a number of counts including fostering student learning and success, providing excellence in instructional programs and services, supporting the goals of students pursuing transfer, career, and life-long learning opportunities. 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.

Institutional Goals. Recognizing the critical role that distance education and technology play in ensuring access to higher education, from 2004 through 2010, distance education and technology have had prominence in the institutional goals. Distance education and technology were in line with and supported institutional goals 1 and 9, which were in place from 2004 to 2007. They read as follows:

1. *Enhance or maintain MPC's instructional programs, its comprehensive, high quality curriculum, and the student services which support them to keep pace with the changing needs of student learning and the community.*

9. *Implement measures to maintain up-to-date technology (hardware and software), adequate levels of well-trained technical support personnel, and effective staff development programs designed to provide dynamic and accessible education and work environments for the college's students, faculty and staff.*

In the 2007-2010 institutional goals 1 and 7 and their respective objectives, distance education and technology continue to have a high profile. The goal of expanding and supporting distance education, in particular, is explicitly stated. These goals, along with their corresponding objectives, read as follows:

1. *Promote academic excellence and critical thinking across all areas and disciplines.*

Objectives:

- a. *Support faculty and staff development for effective teaching, learning, and service delivery.*
- b. *Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms.*
- c. *Articulate the meaning, value, and use of SLOs (Student Learning Outcomes) at MPC.*

7. *Maintain and improve district facilities.*

Objectives:

- a. *Create safe, attractive, functional facilities through the allocation of bond funds.*
- b. *Provide a stable and secure technical environment for the entire institution.*

Discussion of the rationale for the change

In the recent past, there has been a 30 percent increase in information on genealogy accessible online. The rationale behind offering the courses online was to facilitate student access to the information.

Historical Perspective. In the early 1990's, before the Family Research Studies program was in place, Monterey Peninsula College offered workshops that were open to faculty, students and the general public on how to conduct genealogy research. The research process in those days was quite onerous, given that databases and electronic search engines either had not been developed or were not widely available. Individuals wishing to conduct genealogy research for professional or personal reasons invariably had to travel to various parts of the country where archive repositories were located. From the beginning, genealogy organizations were interested in offering programs for students from different backgrounds and ethnicities.

At the time, every year two large genealogy conferences were held in Monterey County. One was organized by the local Family History Center in conjunction with the Commodore Sloat Chapter of the Daughters of the American Revolution, and was held in Monterey. The second annual conference, the "Genealogy Roundup," was sponsored by the Monterey County Genealogy Society with the support of the Mayflower Society of Pebble Beach. It was originally held in Salinas, but later changed its venue to Monterey as well. These conferences attracted not only local attendees, but others from around the state who were interested in genealogy research. These conferences were very popular among Monterey Peninsula College instructors, librarians and college trustees. Instructors, librarians and trustees urged the then Monterey Peninsula College Library Director to develop the program.

During academic year 1991-1992, the genealogy courses were developed by faculty assisted by a certified professional genealogist who helped them develop the curriculum. That professional genealogist eventually became a member of the faculty. She has authored six textbooks that are used at colleges and universities and is a regular speaker at national genealogy conferences. She was the keynote speaker for the 2002 and 2008 conferences of the Monterey County Genealogy Society.

The genealogy courses developed in 1991-1992 were approved by the Curriculum Advisory Committee and the Board of Trustees. Subsequently, they were approved by the Chancellor's Office of the California Community Colleges. In 1995, the Family Research Studies program was developed and submitted through the internal and external curriculum approval processes. The same year, the program received approval from the Chancellor's Office of the California Community Colleges.

Meeting the Needs of the Community and Industry. Genealogy is very unique to Monterey Peninsula College. In the 1990's, MPC was the only college in the United States that offered an Associate of Arts degree in Family Research Studies. The program was particularly attractive to librarians because they realized that in their profession they

represented the conduit for individuals to conduct this type of research. Consequently, the Family Research Studies program attracted a number of librarians. When the program became available via distance education in 2001, librarians and others enrolled in the program were appreciative of having the option of taking the courses online. This meant that they no longer had to travel to conduct the research.

Conducting genealogy research independently can be overwhelming and costly. The Family Research Studies program attracts not only individuals who wish to map their ancestors, but also professionals. For example, librarians can take these classes for professional development. The benefit to the librarians is that they are able to receive training for a genealogy certificate and later, after acquiring the requisite experience, for a credential in genealogy without having to travel to Utah and other states where archive repositories are housed. In addition to travel expenses, individuals conducting genealogy research on their own should expect to spend between \$500 and \$600 per year. These expenditures would cover the cost of renting microfilms of genealogical records, obtaining copies of vital records, and visiting federal archives and major genealogy libraries such as the Sutro Library in San Francisco. Conducting genealogy research as a student of Monterey Peninsula College eliminates most of the adjacency expenditures.

By enrolling in family research studies courses, individuals wishing to learn to conduct genealogy research learn a number of skills that will prepare them for conducting research for personal satisfaction or for jobs in this industry. Starting at the turn of the century, the industry was hiring people who were interested in conducting genealogy research. The industry giants were looking to hire people with specific skills sets in the field of genealogy research. An example is genealogy.com, which was eventually bought by ancestry.com.

The Family Research Studies program is not only meeting the needs of industry, but it is also meeting the needs of the community. As stated earlier, the program prepares students for research jobs or for conducting research for personal reasons. The program provides students with a sense of discovery and excitement. Students work on their own projects and are able to share their knowledge with other students. Through the program, students learn to chart their pedigree; they learn research methods; become acquainted with search engines and databases associated with archive repositories; and they learn to navigate through the cultural nuances of conducting genealogy research in other historical time periods, in other countries, and in other languages. Students also learn records and the language of records in the U.S. and other countries. They learn to use U.S. federal records to locate the place of birth of their foreign-born ancestors. Most countries are very localized; therefore, before research can be conducted in the native records of another country information must first be found in the new country of immigration.

In summary, learning to conduct genealogy research through the MPC Family Research Studies program through the distance education delivery mode is effective, efficient, inexpensive, and personally and professionally rewarding.

II. 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.

In preparation for the development of the family research studies courses and eventually the program itself, faculty met to discuss course content, objectives, methods of evaluation as well as available resources. Before the databases and search engines became available, faculty and students took field trips to the federal archives in San Bruno, California, and to the Sutro Library in San Francisco. When the archives became available online, these expensive field trips were no longer necessary.

Some of the archives that became available online included the California Vital Records, the Social Security Death Index, and many other statewide vital records. Students are able to use the indexes for the courses. Through Proquest, students have access to over 25,000 county and surname histories nation-wide; original images of U. S. Federal Census records 1790 to 1930, and historical Sanborn maps and newspapers. Proquest provides academic libraries with materials that they can use for all facets of university study. Since the turn of the century, there has been a flood of documents and records available online. Genealogy has the second largest presence on the internet. And, according to a survey conducted approximately 10 years ago, genealogy is the second largest hobby in the U.S.

In 2000-2001, after the courses had been in place for some years, faculty and administrators prompted by the fast advancements in online databases met to review and update the curriculum. Recognizing that archives were fast becoming available in digitized format and that the medium of the internet was the most effective means of accessing the growing number of databases, the faculty revised the curriculum to take advantage of these technological advancements. The curriculum underwent conversion from the traditional mode of delivery to online. Having taught the courses in the traditional mode of delivery, faculty were able to determine what was successful and what the challenges were. Following this examination of the program, the curriculum was submitted to the Curriculum Advisory Committee (CAC) for their review.

The then Library Director presented the program proposal to the Curriculum Advisory Committee. One of the questions that had to be answered was related to the level of community support for the program. The answer to this question was clearly an unqualified strong community support. Another question that was thoroughly discussed in preparation for the implementation of the program was related to transferability. In preparing course outlines, faculty had to ensure that the courses were substantive enough to transfer to four-year colleges and universities. Course and program proponents as well as prospective students were interested in having the courses be transferable to the California State University, particularly California State University Monterey Bay.

Yet a third question was, “is it possible to teach someone to use the internet online?” This question was eventually answered after the online program was implemented. Instructors found out that these skills sets could be taught online. A key component to this affirmative response is the level of assistance that is provided online to students.

The Curriculum Advisory Committee approved the revisions, thus the courses were offered via distance education for the first time in 2001.

Pedagogy. Students enrolling in family research studies classes are very diverse in many respects. The diversity of the students goes beyond the traditional factors: Academic preparation, gender, race, ethnicity, age, etc. Student diversity in the program in such areas as goal, exposure to research and genealogy, play a key role in determining the most appropriate pedagogy to be used at each level and with each student. In some instances, the program prepares people to be professionals; in others, students are fulfilling a very personal mission. In either case, students apply the knowledge to real life problems. Because of the nature of the work that students are required to perform for these courses, they need and are provided a great deal of attention and support.

In preparation for the conversion of the program from on-ground to online, faculty determined that the online version of the program needed to maximize the technology potential to facilitate teacher-to-student and student-to-student interaction. The communication takes place asynchronously through message boards and threaded discussions. Students utilize discussion forums to share information with one another about their projects. In this manner, everyone in the course can read each other’s comments. Students also use journals in Moodle (the online delivery system) to answer questions such as: What interested you in genealogy? What do you feel about being the family historian? What qualities should a family historian have?

The instructor also communicates with students via email. Even though she now resides in Utah, she visits the Monterey campus every two months. She notifies the students in advance of her visit to the campus and makes herself available for individual student appointments. Also, when she visits the Monterey area she invariably facilitates Saturday workshops for the Monterey County Genealogy Society.

Student Assessment. Monterey Peninsula College recognizes that the distance education delivery mode is a viable alternative for some students, but not for others. To assist students determine their distance learning readiness, the distance learning site contains guiding principles, which prospective distance learning students can use to make a self determination of their potential for success in this environment. Some of these guiding principles include the following:

- needing scheduling flexibility for class work
- having experience with and having confidence using a computer
- possessing a high level of self motivation
- possessing the ability to work independently
- having the ability to follow instructions and communicate when assistance is needed

Prospective distance learning students are also alerted about the computer requirements as well as computer skills needed to succeed in this environment. Some of these skills sets include the following:

- browse and search the web
- use word processing skills
- download programs from the web and install them
- use email including opening and attaching documents and reading attachments

In addition, prospective distance learning students are cautioned about the need to access course materials online at least three times per week and commit as much time as they would a course offered through the traditional mode.

The family research studies instructor recognizes the critical role that technology plays in facilitating student success in an online environment. Therefore, it is essential that the students' ease and familiarity with the technology be determined early on. The first thing students do in class is take a quiz. The instructor refers to this quiz as "Testing how to test." It quizzes the students on how to read the course syllabus. If the student is unable to log onto the class or is unable to download the assignments, this is an indication that the student needs additional training in navigating the delivery system. Students can attend in-person training during the first two weeks of class. During the training, they receive individual help on how to work the delivery system.

In addition, a survey is conducted during the first week of classes to determine the extent of the students' experience using computers, as well as their experience with genealogy. The survey attempts to answer the question, "how much exposure have the students had with genealogy research in the past?" Basic knowledge of the internet is recommended of all students enrolling in the level one class. The results of this survey assist the instructor in identifying the level of support that each individual student needs either from the instructor or from the technical support at Monterey Peninsula College.

The survey score determines whether the student is enrolled in the appropriate level based on his/her experience using computers and conducting genealogy research. If they pass the test they can go to the second, third or fourth level. The program is achieving the initial intent, which is to provide access to genealogy research to a diverse group of people. Research indicates that people over 50 and 60 years of age and other categories have enrolled in the program even though they have never or seldom used a computer for research purposes. Through the survey results, the instructor is able to determine which students need training on using the delivery system and/or the genealogy technology.

The type of computer the student uses is also determined early on. A few students have a Macintosh computer. Since the archives are usually Windows-based, students need to be able to operate in a Windows environment.

Below is a chart with the results of the survey conducted with the beginning level course in fall 2009.

N	Descriptor
33	Enrolled
33	Have computer experience
19	Completed the survey
9	Non responders to survey as of September 11, 2009
14	Use a computer regularly, but have never used a genealogy computer program
3	Use the personal ancestral file (paf) (this is a free domain program, and is available through familysearch.org)
2	use the familytreemaker program by ancestry.com

Figure 1 – Student Survey Results from a Genealogy I class.

The above survey results are considered to be representative of the beginning level course.

As stated earlier, the level of personal assistance needed by students enrolled in family research studies courses is determined early on. Some students do not know how to perform simple tasks such as scanning documents. Students are required to submit a copy of their pedigree. It starts with themselves, their parents, and grandparents. This assignment helps the instructor determine the level of assistance needed by students, both technologically as well as with the subject matter.

As with other Monterey Peninsula College courses, family research studies classes are open to all students including students with learning disabilities. In these cases, the instructor works closely with DSPS (Disabled Students Programs and Services), known as Supportive Services at MPC. Supportive Services ensures that students who meet the necessary criteria are provided the appropriate special accommodations. To ensure that student support services are appropriate for students enrolled in distance education courses, the Curriculum Advisory Committee has developed a form that proponents of distance education courses must complete [Appendix D – Distance Education Form] and submit along with other forms including the course outline of record, basic skills advisories form, co- and prerequisite form, etc. The Distance Education Form includes two sets of questions pertaining to student support. One of those sets of questions specifically requires the proponent to answer the following:

- What provisions will you make for the student(s) who is having difficulty succeeding in the course?
- How will you refer the student to appropriate basic skills and study skills courses offered on campus? To tutorial services?

Library 60 – Family Research Studies – Genealogy I works very well using online testing modalities because at level one, this course focuses on facts and the application of those facts. It specifically covers lower level learning such as vocabulary; therefore, the

quizzes are usually multiple choice, true/false, or fill in the blank. These automated assessment formats allow the instructor to devote more time to mentoring the students as they work on their own projects.

In Library 61 – Family Research Studies – Genealogy II, students complete weekly assignments delivered through the Moodle delivery system regarding unique genealogy record sources. Students submit a project in which they use their genealogy computer program to report on the cumulative results of studying specific record groups and applying information learned to their own family history goals. Those record groups include pre-1850 census records, census substitutes, tax, property, land, testate and intestate, military, and cemetery records. Again students work on their own family history but this time the goal is to extend that history to identify a family that lived prior to 1850. In order to summarize the information they find, students need to assess and evaluate the accuracy of various data sources, apply critical thinking skills to the information found, construct a history that is factually correct, and then present that history in an accurate historical context.

In Library 62 – Family Research Studies – Genealogy III, students write a professional research report comparing the sometimes conflicting evidence found in different sources. They must reconcile these differences, determine which data are most credible, and support their conclusions through logical arguments. Individual work is then peer-reviewed by classmates using on-line tools available in the Moodle delivery system.

In Library 63 – Family Research Studies – Genealogy IV, students combine their individual reports made in the previous semesters and create an overall synthesis that captures their family history and places it in the historical background of the time. They then publish their family history as a cohesive narrative supported by still and motion images. These histories may be “published” in a traditional printed format, or in an electronic format as a CD, a DVD, or as web site.

Assessment of needs and resources

In order to implement an effective Family Research Studies program through the distance education mode of delivery, the college library had to subscribe to online databases. These databases provide access to well over 154,000 books. All information is free to Monterey Peninsula College students as a result of the courses being established online. With the exception of 2009-2010, the annual fees required to continue to have access to these databases are paid for with funds from the Telecommunications and Technology Infrastructure Program (TTIP) funds. The library has been allocated \$36,000 on an annual basis from these funds to cover the databases fees. Due to the state’s current fiscal crisis, the costs associated with databases for academic year 2009-2010 were subsidized from the Instructional Equipment grant. These funds are allocated through the established planning and resource allocation process.

By offering the family research studies courses online, courses do not require physical space. Consequently, space that would have been used to offer the on-ground courses is now utilized by other disciplines.

Library and Collection Resources. In addition to the records provided on a subscription basis by Proquest, the following records are available free of charge to students, thus eliminating the need to travel to cities and states where archive repositories are housed.

- Allen County Public Library, Fort Wayne Indiana – this is the largest Midwest collection
- Clayton Library for Genealogical Research – part of the Houston, Texas Library
- Mid-Continent Public Library, Midwest Genealogy Center, Kansas
- Harold B. Lee Library – a major library on the BYU campus
- Family History Library in Salt Lake City Utah – has three million rolls of microfilm. One of the biggest collections is from Mexico.
- familysearch.org – an online database that facilitates access to the following sources: Ancestral File; U.S. Census; International Genealogical Index; Pedigree Resource File; U.S. Social Security Death Index; Vital Records Index; and family history websites.

These are some of the biggest genealogy collections in the world. Some libraries are federal records repositories. They have the records from the federal government, including the senate and congress. The Harold B. Lee Library has territorial records of the United States, except medicine. Each library shares the records of common library system since they have to be able to communicate with each other. Students learn to access these databases through the Family Research Studies program.

Anticipated effect of the proposed change on the rest of the institution

By offering this program, Monterey Peninsula College has positioned itself to meet the needs of the industry and the community it serves. In addition, because of the interdisciplinary nature of the program, interest is generated in other disciplines as well—history, geography, Computer Science and Information Systems (CSIS), and world languages.

Offering the Family Research Studies program online has attracted individuals who would not have considered enrolling at Monterey Peninsula College. Students have enrolled in the program from other states and abroad. The majority of students, however, are residents of California. Non-California residents are required to pay out-of-state tuition. Figure 2 shows the number of students enrolled in family research studies courses in academic year 2008-2009 and fall 2009 by origin.

Origin	Fall 2008		Spring 2009		Fall 2009
	LIBR 60	LIBR 61	LIBR 60	LIBR 61	LIBR 60
Marina	0	0	1	0	2
Seaside	4	1	1	0	4
Monterey	7	1	2	1	3
Pacific Grove	1	1	1	2	2
Pebble Beach	3	1	2	0	0
Carmel	3	1	1	0	3
Carmel Valley	0	0	3	0	0
District subtotal	18	5	11	3	14
Hartnell district	1	0	3	1	5
Out of county	10	6	8	6	4
TOTAL	29	11	22	10	23

Figure 2 – Enrollments by Origin

Intended benefits that will result from the change

As indicated earlier, the Family Research Studies program is addressing a community and industry need in an efficient and economical fashion. The technical advances since the turn of the century in databases, search engines, repositories of information and access to data via the web have made conducting genealogy research online the most desirable and efficient mode. Offering the program online supports the district’s interest in promoting student learning by providing access and support to students in the most appropriate delivery mode.

III. Evidence that the institution has provided adequate human, administrative, 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.

Evidence of sufficient and qualified faculty, management, and support staff

Administrative Oversight. 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 described on pages 29-31. This action plan was supposed to include opportunities for possible expansion of the online curriculum, projected costs, faculty training needs, and online resources needed to enhance student success and retention. However, the fiscal environment has changed significantly since. Those plans have been deferred until such time as the economic conditions can support them. Some departments, such as Business, have expressed a desire to expand the online course offerings. Needs assessments and an evaluation of the current infrastructure to support additional online classes will be conducted before the college undertakes any such expansion.

The current fiscal constraints have prompted the college to implement some unplanned cost saving measures. One of those cost saving measures includes the deferral of classified, faculty and administrative positions. One of the deferred administrative positions is the Dean of Instruction, Letters, Arts and Sciences, thus reducing the number of instructional deans from three to two. This deferral prompted a reorganization of Academic Affairs and it changed the premise of program development from expansion to maintenance. The reorganization 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 had to be deferred and others would receive a lower profile. Economic Development had to be placed on hiatus and the support for distance education reverted back to the Dean of Technology on account of her extensive expertise in technology and distance education. This change in reporting alignment is quite efficient since the Dean of Technology is a member of both the Academic Affairs Advisory Group (AAAG) and the Administrative Services Advisory Group (ASAG), and chairs the Technology Committee. Throughout these changes in leadership, the instructional technology specialist remains responsible for providing faculty and student support for distance education.

Curriculum support, however, remained in Academic Affairs since 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.

All curriculum undergoes 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.

Evidence of Sufficient and Qualified Faculty. The Family Research Studies program is housed with the library services curriculum. The entire library services curriculum is supervised by one of the four tenured librarians who is also a member of the Curriculum Advisory Committee. The four tenured librarians report directly to the Vice President of Academic Affairs, who chairs the Academic Affairs Advisory Group, is a member of the College Council, and the President/Vice Presidents Group.

The Family Research Studies program is a relatively small program. The table below shows the number of enrollments in the program from fall 2004 through spring 2009. Consequently, the core courses are taught by an adjunct instructor, who is a well-respected member of the genealogy research community, and some of the tenured faculty librarians who teach the Library 50 – Introduction to Information Competency and Literacy courses.

The college follows the same hiring procedures for online as for on-ground instructors. Also, the college adheres to the minimum qualifications for faculty hiring that are established by the Board of Governors of the California Community Colleges with input from the statewide Academic Senate.

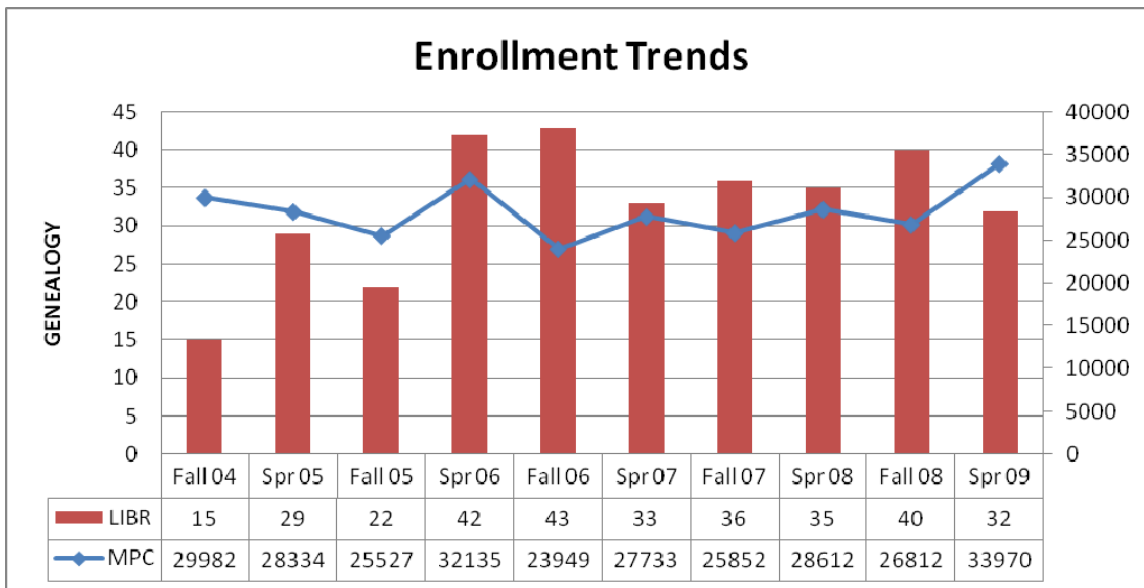


Figure 3 – Enrollment Trends in Genealogy (fall 2004 – spring 2009)
 *1st Census Data includes only Genealogy LIBR 60, 61, 62, and 63 for credit
 *MPC data includes all credit and noncredit

Administrative Organization, Governance and Leadership Structure. Monterey Peninsula College empowers all members of its organization to demonstrate leadership. Through its shared governance structure and the institution’s planning and resource

allocation process, the college promotes wide participation by all stakeholders. Staff, faculty, administrators, and students are able to take initiative to improve practices, programs, and services, as well as to participate in the discussion of important issues. The institution is committed to respectful and collegial dialogue between and among the campus constituencies to bring about positive change that supports student learning and improves institutional effectiveness.

The purpose of this section is to provide a brief overview of the college's leadership and governance structure. This section shows that goal setting, encouragement of dialogue, and participatory decision making are built into the governance structure at many different levels. Succeeding sections will provide details about how faculty, classified, and management/administration each have definite roles in clearly delineated processes. These roles address specific issues, such as goal setting, planning, resource allocation, board policy review, and/or curricular review. All district personnel, as well as the governance processes in which they engage, have student learning and the improvement of institutional effectiveness as their central or implied goal.

Administrative Organization and Leadership Structure. Figure 4 shows the administrative organization for Monterey Peninsula College, a single college district. The citizens of the Monterey Peninsula College District elect a Board of Trustees, whose members are responsible for representing the public interest in the district's programs and learning opportunities. The Board of Trustees recruits and hires the Superintendent/President and has final authority on spending and major budgetary decisions.

The Leadership of the Superintendent/President. The Superintendent/President oversees three vice presidents as well as the offices of Institutional Research and Public Information (Figure 4). The current Superintendent/President began his tenure in fall 2006. Under his leadership, the college reorganized the role of its College Council as the principal representative body that makes recommendations to the Superintendent/President on items to be brought before the Board of Trustees. The rationale is that with the recommendation of the College Council, these items have the support of the majority of faculty, staff, and management of the college. In addition, the Superintendent/President led the development and implementation of the planning and resource allocation process, an inclusive, transparent, year-long process that incorporates goal setting, institutional review of program reviews, review of resource allocation requests (called "action plans"), allocation of resources, and evaluation of goal attainment.

The Leadership of the Vice Presidents. The college is divided into three components, each led by a vice president (Figure 5). Academic Affairs houses all of the instructional divisions, the School of Nursing, and the library. Student Services includes all of the services students need to succeed, such as admissions and records, financial aid, counseling, and supportive services for those students in economic need or with learning disabilities. Administrative Services consists of all of the services the college needs to operate efficiently. The leadership structure of each of the three components includes

deans, associate deans and directors to assist the vice presidents in their efforts to lead the smooth operation of the college. The divisions, areas, and departments contained within each of the college components are listed in the following tables.

MPC Administrative Organization Chart
Structure and Titles as of fall 2009

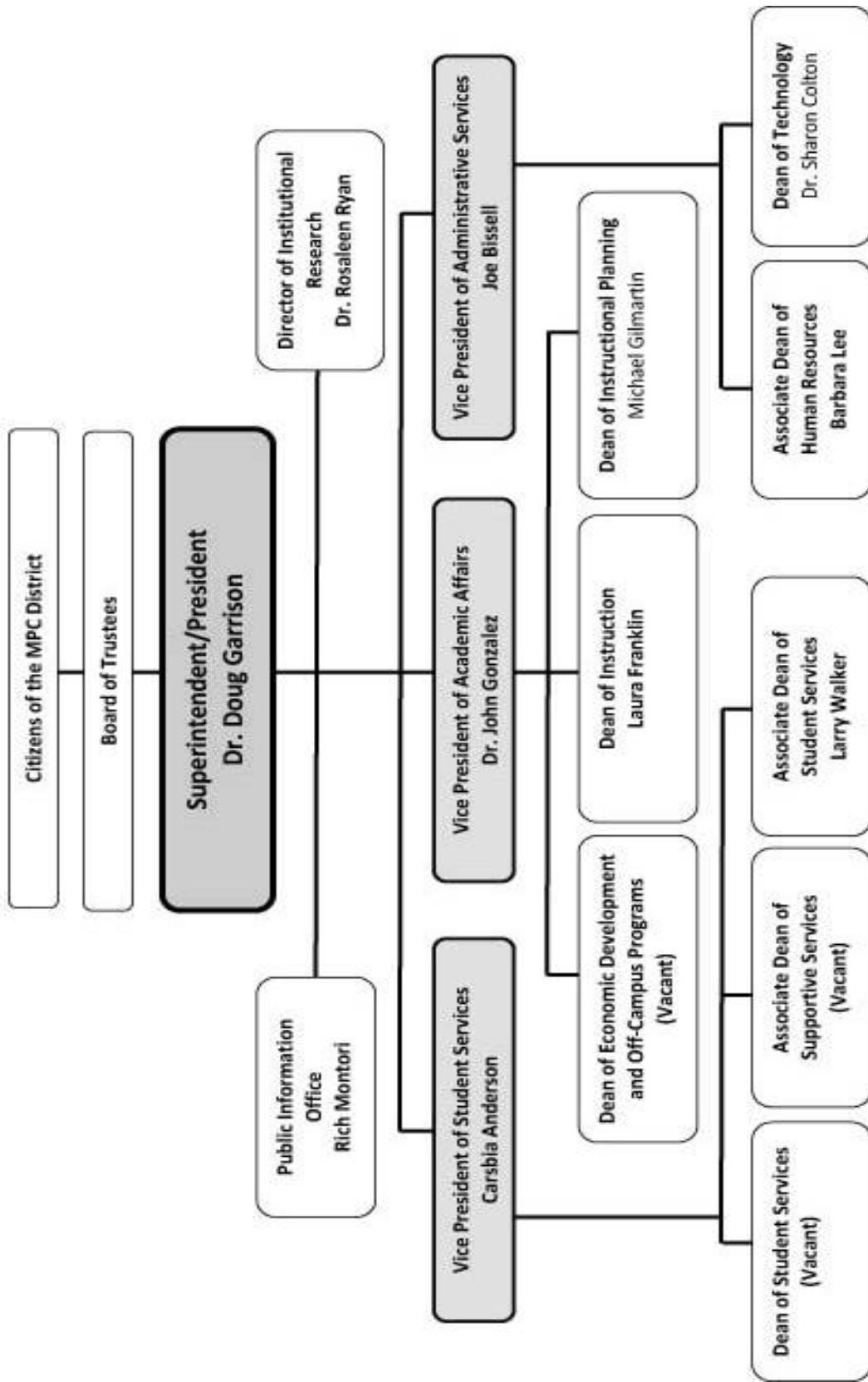


Figure 4 – Administrative Organization as of October 6, 2009

Academic Affairs Divisions		
Business and Technology	Library	Physical Science
Creative Arts	Life Science	School of Nursing
Humanities	Physical Education	Social Sciences

Student Services Areas		
Academic Support	Child Development Center	International
Admissions and Records	Counseling	Student Program
Articulation	Equal Opportunity Program and	Matriculation
Athletics	Services	Supportive Services
Career/Transfer Resource Center	Financial Aid	TRIO Programs
	Health Services	

Administrative Services Departments		
Fiscal Services	Information Technology	Security and Evening
Human Resources	Plant Services	Campus Operations

The vice president of each component of the college chairs an advisory group, each of which is comprised of the deans, and the chairs or directors of each of the programs within their component as well as individuals from outside the component. These advisory groups are the Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG), and the Administrative Services Advisory Group (ASAG). As the name implies, a principal role of these groups is to advise the vice presidents on issues of institutional interest from the perspective of their component of the college. The vice presidents can then represent their components in shared governance processes with the perspectives and desires of a large spectrum of their constituencies. The advisory groups also play the role of information clearing houses where institutional information is shared with the chairs or directors of each program within the components, so that they can then share it with each of the members of their division or area.

The Leadership of Two Groups. Administrative leadership is further facilitated through two groups: the Presidents/Vice Presidents Group, commonly referred to as “P/VP,” and the Deans’ Council. The Presidents/Vice Presidents Group meets weekly. As the name implies, it consists of the Superintendent/President and the three vice presidents. These four individuals are regularly joined by the Associate Dean of Human Resources. The primary role of this group is to discuss institutional issues from an administrative perspective. Typical topics include the feasibility and prioritization of resource allocation requests, and, in recent months, strategies for budget reductions. The Deans’ Council is comprised of all the deans and associate deans. They meet regularly to engage in problem solving and enhance communication across campus. Both the P/VP and the Deans’ Council are somewhat informal in the sense of the shared governance process, because they do not publish or make widely available agendas or minutes of their meetings.

Reliance on Faculty. Monterey Peninsula College relies on the expertise of its faculty and academic administrators for all decisions and recommendations that directly affect student learning. Within each instructional discipline, faculty members are relied upon to design and implement learning programs, assess student learning in those programs, and evaluate the effectiveness of all learning programs. The same is true where faculty participate in student support services such as counseling, academic tutoring, and many of the learning support labs. Faculty members help fill vacancies in their programs by participating in the hiring process. Once faculty members are hired, they are evaluated by their faculty peers in an effort to maintain the highest quality of instruction. Three of the governance committees on campus—the Academic Affairs Advisory Group, the Curriculum Advisory Committee, the Academic Senate—consist mostly of faculty members and are charged with making decisions and recommendations that involve operational issues, curricular issues, and academic and professional matters, respectively. Because virtually everything the college does has student learning at its heart, faculty members are an integral part of nearly every governance committee at the college, especially those charged with improving student learning. In many areas and on many projects, administrators within Academic Affairs or Student Services work collaboratively with discipline faculty on program review and development, maintaining program vitality, and on the hiring and evaluation processes.

Reliance on Faculty Members within the Discipline. The district relies on faculty members with extensive training in their disciplines to design, implement, assess learning, and evaluate the effectiveness of all learning programs experienced by students at Monterey Peninsula College. Faculty members design learning programs based on their expertise and discipline-specific expectations. In the Career Technical Education areas, these expectations are defined, in part, by advisory boards and/or external certification or accreditation boards. In the transfer fields, these expectations are defined, in part, by curricula at four-year universities and the experience and expertise of the faculty member. MPC’s Academic Freedom policy states, “Teachers have the right and responsibility to select texts and educational materials for their courses based on their professional training and expertise.” Faculty members submit proposals and revisions for courses and programs to the Curriculum Advisory Committee, a committee chaired and dominated by faculty members.

The primary activity of instructional faculty members at the college is to teach the courses and assess the student learning in those courses and programs. MPC’s Academic Freedom policy states, “Method of evaluation, formulation of objectives or outcomes consistent with the course description, and assignment of a final grade are the right and responsibility of the individual instructor.”

Faculty members are the principal participants and authors of program review of the instructional and counseling programs. The program review in Academic Affairs requires faculty members to assess the effectiveness of instructional programs using a variety of criteria including student achievement data and attainment of student learning outcomes. Program review in Student Services requires its faculty members to address similar criteria.

Faculty members play key roles in filling faculty positions when vacancies occur. First, faculty members participate in modifying or redefining faculty positions whenever programmatic and student needs would be better served by modification of existing positions. Faculty members in the Academic Affairs Advisory Group prioritize new and vacant faculty positions to be filled. Once administration authorizes positions to be filled, faculty members within the discipline participate in screening committees that develop job descriptions, screen applications, interview candidates, and recommend top choices to the administration for final selection.

Finally, faculty members endeavor to maintain high quality instruction by evaluating their peers according to processes stipulated in the faculty contract. Faculty members are the main authors of the evaluation summaries which include classroom observations, student evaluations, and a self evaluation by the faculty member. Evaluation of probationary tenure-track faculty includes administrative participation.

Reliance on the Academic Senate. The Academic Senate is the primary committees for making non-curricular recommendations about student learning programs and services at Monterey Peninsula College. The Academic Senate makes recommendations to the College Council, who in turn makes recommendations to the Superintendent/President and then to the Board (Figure 6). Board Policy 2010 directs the Board of Trustees to “rely primarily” upon the advice and judgment of the Academic Senate in academic and professional matters and states that only in “exceptional circumstances and for compelling reasons” will the Senate’s recommendations not be accepted. If a recommendation is not accepted, the Board (upon request of the Academic Senate) must explain its reasons in writing to the Academic Senate. The Academic Senate is comprised of faculty members representing each of the college’s instructional divisions, counseling, the library, and the school of Nursing, as well as three at-large positions and an adjunct representative.

The Academic Senate communicates with the faculty regularly. This communication aims to both share the Academic Senate’s dialogue and decisions to the campus community, and to elicit input on academic and professional matters. The Academic Senate’s webpage includes minutes, agendas, and information about ongoing issues and initiatives such as Student Learning Outcomes (SLOs), board policy review, and flex day preparation. The Academic Senate President addresses the entire college at the flex day event each semester to give an update of current Academic Senate work and goals for the coming semester. In addition, the Senate President prepares an annual report, which is distributed to the entire campus community via All-Users email, is presented to the Board of Trustees, and is posted on the Academic Senate website. The Academic Senate President reports to the Board of Trustees at their monthly meetings, the minutes of which are distributed campuswide and are available on the Board of Trustee’s webpage.

Subcommittees of the Academic Senate carry out many of the functions of the Academic Senate. They are comprised entirely or almost entirely of faculty members and deal with issues that generally fall under the heading of academic and professional matters.

Reliance on the Curriculum Advisory Committee. The Curriculum Advisory Committee is one of the two primary committees in the district for the purposes of academic and professional matters (Figure 6). This committee reviews all curricular proposals and revisions for courses and programs submitted by fellow faculty members. New online courses undergo the same approval process as those offered using the traditional in person format. The college's Curriculum Advisory Committee (CAC) is charged with scrutinizing all new courses to ensure that the rigor is upheld regardless of the location or mode of delivery. Online courses have the same content, objectives and student learning outcomes as on-ground courses.

The Curriculum Advisory Committee consists of faculty representatives from each of the instructional divisions, the library, counseling, and the School of Nursing, as well as a student, the articulation officer and an instructional dean. The committee makes recommendations directly to the Board of Trustees (Figure 6). The Curriculum Advisory Committee reviews course and program proposals and revisions no matter the location of the course or the mode of delivery. The distance education aspect of all courses is reviewed and vetted by the Curriculum Advisory Committee.

Student Learning Outcomes Committee. The SLO Committee is responsible for aiding faculty in developing and assessing course and program SLOs. The Academic Senate maintains the SLO webpage, which documents the ongoing dialogue, operational definitions, a master list of course SLOs, the Assessment Form, the SLO Coordinator job description, and SLO benchmarks.

Distance Education Task Force. This task force was formed by the Academic Senate in 2008 in direct response to recommendations about distance education developed by the Curriculum Advisory Committee and a joint Academic Senate – Monterey Peninsula College Teachers Association (faculty union) committee. The task force was 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* [Appendix E] 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.

Faculty Organization and Leadership Structure. All of the instructional divisions within Academic Affairs, as well as the School of Nursing, the library, and counseling have faculty members that serve as division chairs. These faculty division chairs provide leadership to their respective divisions by overseeing scheduling, instructor evaluations, program reviews, and division meetings where institutional information is conveyed to all faculty and staff of the college. The division chairs of the instructional divisions, the library, and counseling are joined by representatives of Student Services faculty, the Academic Affairs deans, a member of the classified, a student and a member of management to comprise the Academic Affairs Advisory Group. Faculty members also serve on the Student Services Advisory Group and the Administrative Services Advisory Group, but do not typically serve as department or area chairs or directors in these components of the college.

In addition, faculty members chair many of the shared governance committees at the college, thereby playing an important role in its leadership. Whereas the function of these groups is described later, some of the committees that benefit from the leadership of faculty chairs or co-chairs include the Academic Senate, the Curriculum Advisory Committee, the College Council, the Basic Skills Committee, the Student Learning Outcomes (SLO) Committee, and the Distance Education Task Force.

Committee Organization and Leadership Structure. The shared governance process at MPC is inclusive, transparent, and relies on the efforts of faculty members, classified staff, and administrators to participate in and provide leadership for various committees. The specific processes followed by these committees and the relationships between the committees vary by the topic or problem under discussion. For example, for matters of institutional goal setting, defining board policy, planning, or resource allocation, the College Council is the primary, representative group that makes recommendations to the Superintendent/President. In contrast, for matters of academic and professional matters, the Academic Senate and the Curriculum Advisory Committee exert their leadership by making recommendations directly to the Board of Trustees or to the College Council, as dictated by the topic at hand.

The shared governance processes and the leadership role of committees are shown on a series of three figures on following pages. Figure 5 shows the flow of recommendations and ideas for the planning and resource allocation process, where the College Council provides leadership. Figure 6 shows the flow of recommendations and ideas on academic and professional matters, where the Academic Senate and the Curriculum Advisory Committee exert their primacy. Figure 7 shows the flow of recommendations and ideas for the review of and revision to board policy.

Planning and Resource Allocation. The College Council is the principal planning and operational committee at the college. It is responsible for implementing the planning and resource allocation process and making recommendations to the Superintendent/President on planning, resource allocation, board policy and any other institutional issues that should be brought before the Board of Trustees (Figure 5). Goal setting and subsequent evaluation are built into the planning and resource allocation process.

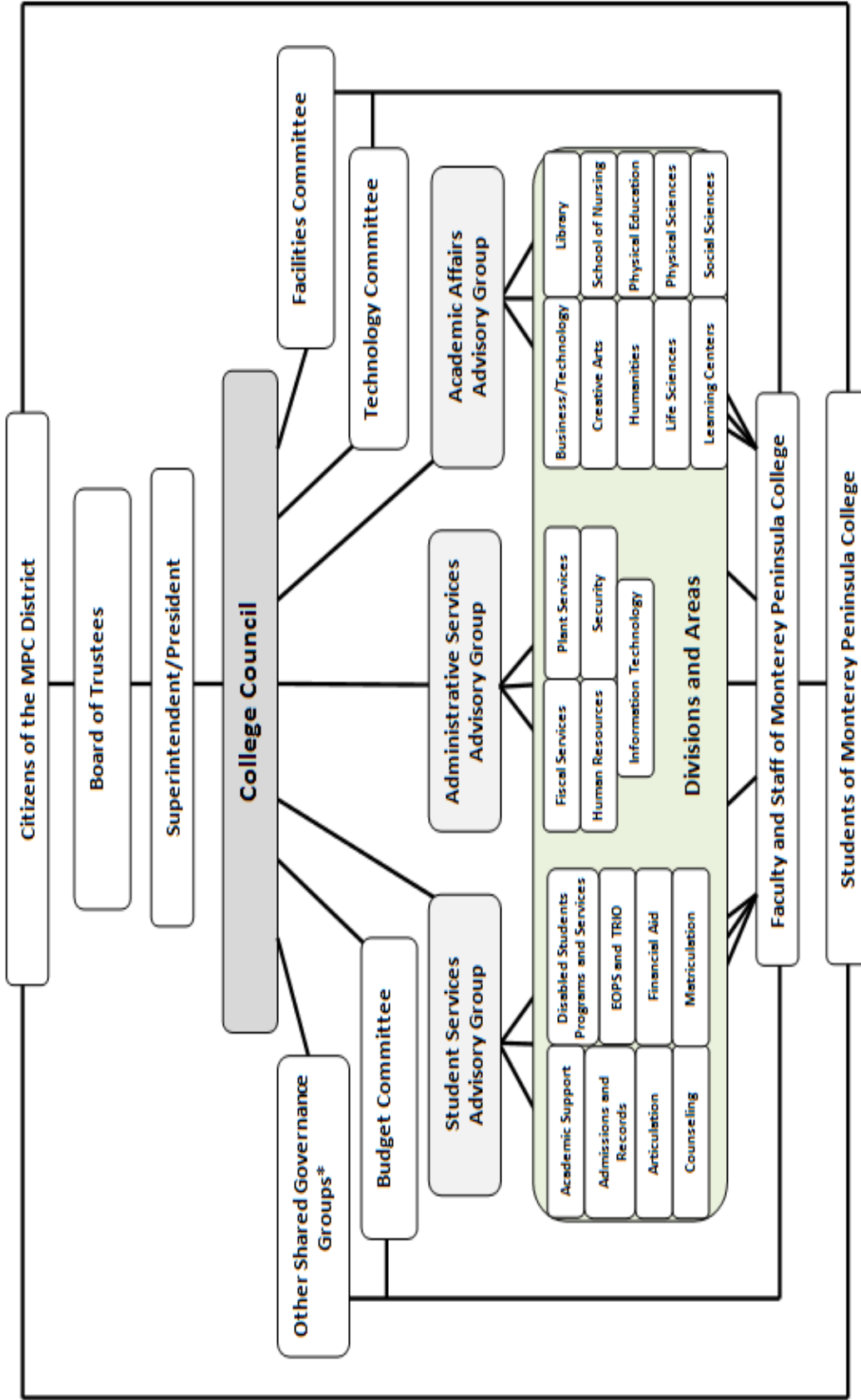
Three committees report to the College Council: the Budget, Facilities, and Technology committees. The three advisory groups also have direct representation at the College Council through the three vice presidents. It is through the advisory groups and participation in the three committees that all faculty and staff have access to the college's primary recommending body for planning and resource allocation. Resource allocation requests or recommendations are delivered to the College Council through one of the three advisory groups, the Technology Committee, or the Facilities Committee. The Budget Committee is responsible for identifying sources of available funds within the budget.

Other shared governance groups also communicate and make recommendations to the College Council, as shown in Figure 5. During planning efforts such as the development of the mission statement and institutional goals and objectives, for example, other groups, such as the Academic Senate or the Equal Employment Opportunity Advisory Committee, can and do make recommendations to the College Council. When engaged in planning activities that do not involve the allocation of resources, the process is very flexible, because it seeks input from a wide variety of groups and constituencies. This flexibility is emphasized in Figure 8, which emphasizes dialogue and shows a variety of committees organized into three clusters: the College Council Group, the President's Group, and the Academic Senate Group. All committees communicate with each other and even collaborate with each other as the need arises and the situation dictates. Communication takes place through representative memberships among the groups, reports and recommendations that flow from one group to another.

Academic and Professional Matters. The Academic Senate and the Curriculum Advisory Committee are the primary groups at the college that deal with academic and professional matters (Figure 6). Membership on each of these groups includes a representative from each instructional division, the library, counseling, and the School of Nursing. The Curriculum Advisory Committee forwards its curricular recommendations directly to the Board of Trustees. The Academic Senate is active in board policy development and revision, development of SLO processes for Monterey Peninsula College, and providing a faculty voice in issues such as distance education, basic skills, and development of learning communities. It makes recommendations to the College Council on issues of institutional importance, but has the right to communicate with and get a written response from the Board of Trustees if it disagrees with institutional decisions on academic and professional matters.

As with the College Council (Figure 5), other shared governance committees engage in dialogue with the Academic Senate as well (Figure 6). An example includes the revision of the Academic Affairs program review process [Appendix F], which was a collaborative effort between the Academic Affairs Advisory Group and the Academic Senate. Both groups approved the new process, which was shared with the College Council before implementation.

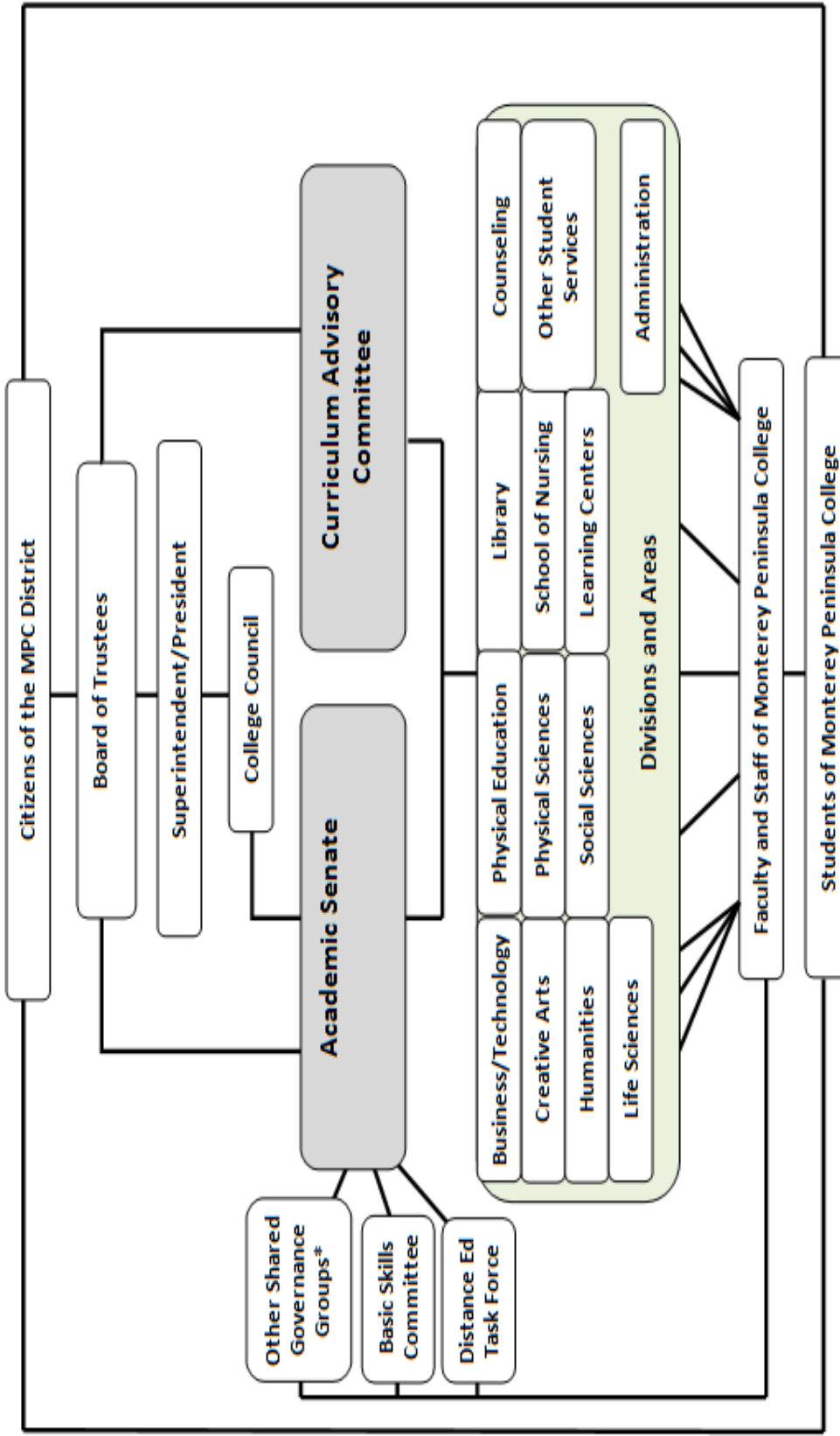
Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes



* Refers to other shared governance groups that may make recommendations to the College Council about institutional goals and objectives, board policy, or other topics of institutional interest. Please see the Illustration of Dialogue.

Figure 5 – Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes

Flow of Recommendations/Ideas on Academic and Professional Matters



*Refers to other shared governance groups that may make recommendations to or collaborate with the Academic Senate about academic and professional matters or issues of institutional interest.

Figure 6 – Flow of Recommendations/Ideas on Academic and Professional Matters

Board Policy Review and Revision. The structure for board policy review and revision differs from that for planning and resource allocation (Figure 5) or academic and professional matters (Figure 6). As with planning and resource allocation, the College Council is the primary group that recommends revision of board policy to the Superintendent/President. In order to assure wide and comprehensive review of potential changes to board policy, an additional group, the Policy and Communications Committee (PACC) monitors the review process as the proposed sections of board policy go to various constituency groups for review. When all constituency groups complete their reviews, the PACC looks at the constituency group comments and decides whether to send the proposed policy on to the College Council for consideration or back to the originating group for revision (Figure 7).

Flow of Recommendations/Ideas for Development of Board Policy

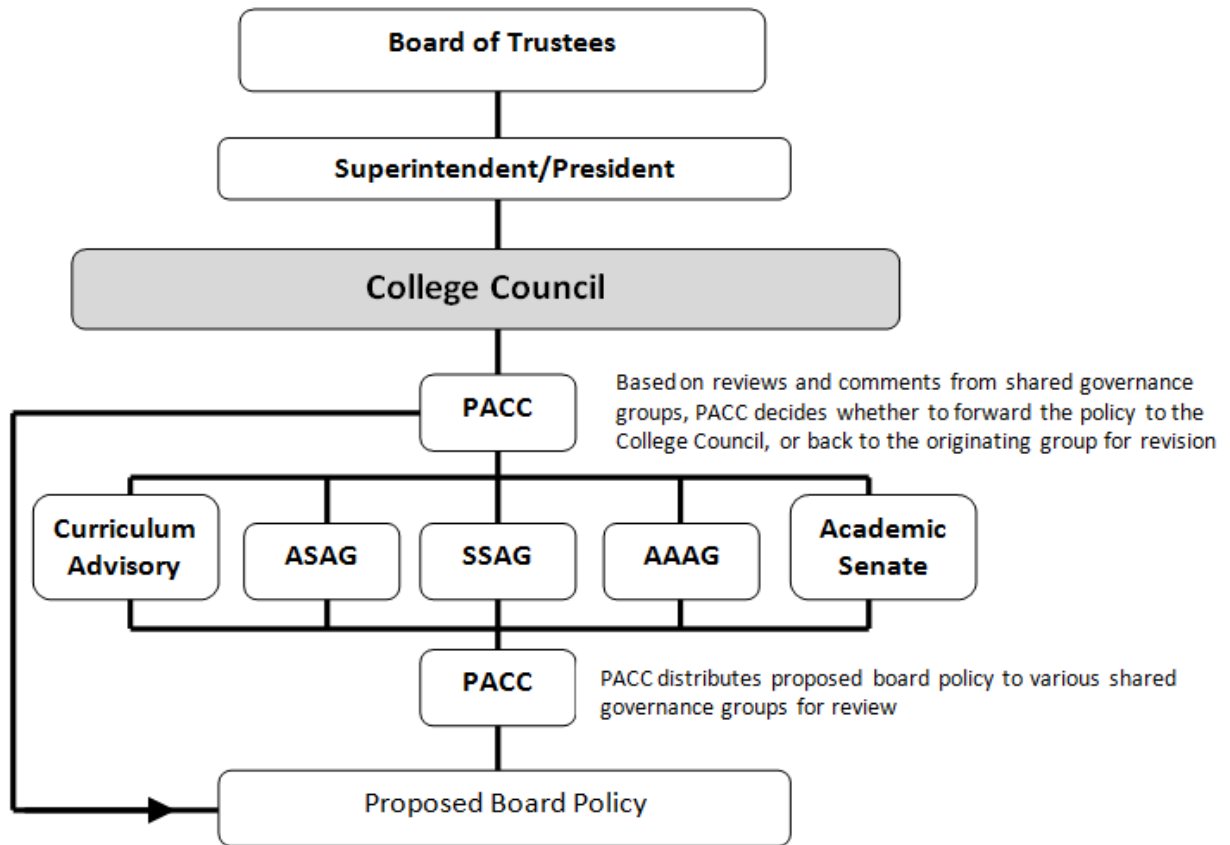


Figure 7 – The Flow of Recommendations/Ideas for Development of Board Policy

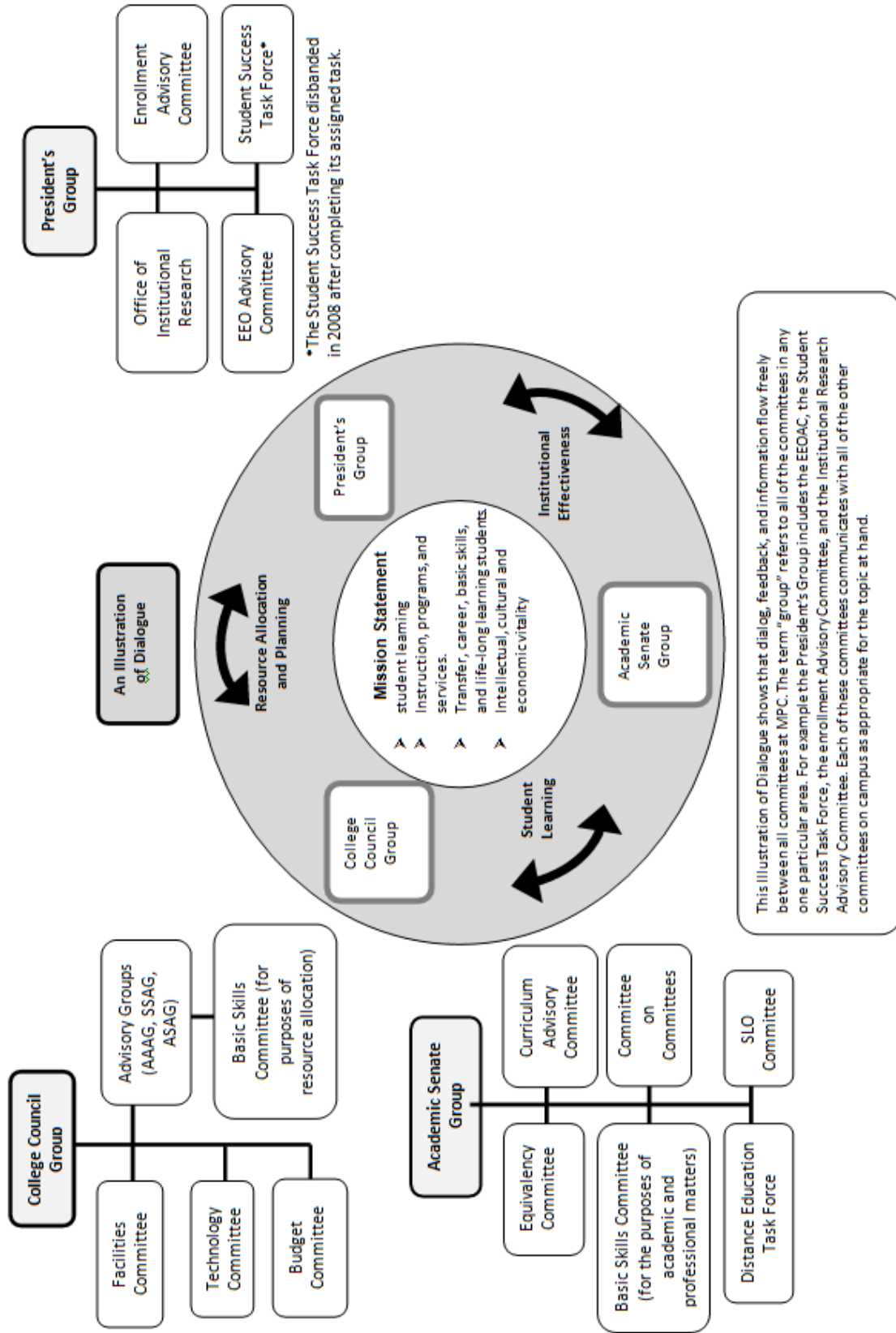


Figure 8 – The Illustration of Dialogue

Institutional Processes

The 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 submittal 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. Finally, the planning and resource allocation process systematically evaluates effectiveness and emphasizes accountability by evaluating the attainment of goals in each component of the college.

Prompted by a change in leadership, the planning and resource allocation process was developed during the 2006-2007 academic year by a subcommittee of the College Council that included the chair of the College Council, the President of the faculty union, the President of the Academic Senate, and the (then new) Superintendent/President of the college. The plan was widely discussed in various shared governance committees, and was adopted by the College Council in the spring of 2007. The planning and resource allocation process has undergone minor revisions since that time, most recently in March of 2008, and again in fall 2008, as the college strives to perfect the process.

The individual steps that comprise the planning and resource allocation process are detailed in the following paragraphs and on the diagram on page 32.

1. Multi-Year Mission and Goals Every Three Years. Every three years, MPC's mission statement is systematically reviewed and potentially revised. The institutional goals are reviewed and revised every three years as well. This is the step where dialogue about big, broad-based ideas for the institution occurs. The College Council is responsible for shepherding this dialogue through the shared governance structure and shaping it into a set of goals and objectives that can be reviewed to assess progress. The mission statement and institutional goals were revised by the College Council for the first time using the planning and resource allocation process during the 2007-2008 academic year. A series of measureable objectives or activities are included with each institutional goal.

2. Annual Component Goals. Each of the vice presidents presents annual goals for their component areas—Academic Affairs, Student Services, and Administrative Services—to the College Council. These goals, which have been vetted by faculty and staff in the respective advisory groups, serve several important functions. First, they inform the College Council as it makes decisions about resource allocation. Second, they form the basis for yearly planning within each of the components. Third, they support the institutional goals. Finally, they comprise part of the criteria against which progress will be measured each year during the accountability review of each component.

3. Program Reviews and Action Plans. Program reviews, their annual updates, and action plans, are the primary goal setting and planning structure for divisions and areas of the college. The issues and goals set forth in the program reviews and their annual

updates form the basis for the action plans, which, in turn, are the strategic activities designed to address those issues and achieve those goals. Summaries of the program review findings are shared first with the advisory groups and then with the College Council. The College Council is informed by these program review and annual update summaries so that it can more effectively make decisions regarding planning and the allocation of resources. The process of sharing the program review summaries creates dialogue and communication about issues, problems, and successes experienced by diverse constituencies within the college. Action plans submitted by the divisions and areas explicitly support MPC's institutional goals.

4. Advisory Group Review of Program Review and Action Plans. Each of the three advisory groups—Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG)—reviews the program review self studies and the action plans from each of the divisions or areas within their component. Through dialogue on an annual basis, each of the groups sets bands of priorities of the resource allocation requests it has received. Although this often occurs before a final budget has been passed by the state of California, preliminary knowledge about the budget is used to estimate feasibility of the requests. In practice, often the highest priority requests from each division are grouped together and sent forward.

5. Budget Committee Identifies Available Funding. The budget committee analyzes the budget and determines the availability of funds to grant new resource allocation requests after salaries, benefits, on-going line items, and mandated increases have been identified and accounted for. The budget committee's sole responsibility in the planning and resource allocation process is the identification of available funds.

6. Institutional Administrative Review. The three vice presidents integrate the prioritized resource allocation requests from each of the three components into a single prioritized list. As guides to ensure an institutional perspective, they use the three sets of component goals previously presented to the College Council, as well as available budgetary information. Using this information, they confirm the feasibility of individual requests and judge the relative merit of the requests in enabling the district to meet its institutional and component goals.

7. College Council Allocation Decisions. Based on recommendations from the vice presidents and input on the availability of funds from the budget committee, the College Council makes the final recommendation to the Superintendent/President concerning the allocation of resources. In so doing, the College Council acts as the broad-based group that endorses resource allocation plans from an institutional perspective with input from all constituencies. The College Council is responsible for promoting the institutional dialogue that vets these recommendations and communicates its decisions to the college.

8. Superintendent/President Presents Recommendations to the Board of Trustees. The Superintendent/President reviews the College Council recommendations and then forwards them to the Board. If the Superintendent/President does not agree with the

College Council recommendations, and presents a different set of recommendations to the Board, she/he must provide written justification to the College Council. The Superintendent/President is not a voting member of the College Council, nor is she/he a part of the initial vice president prioritization of requests.

9. Implementation. Following approval by the Board of Trustees, action plans are implemented by the appropriate divisions or areas.

10. Accountability Review. Before the end of the academic year, each vice president reports to the College Council about the implementation of action plans and the attainment of component goals and program review goals within their component. This evaluation of how well each component reached its stated goals sets the stage for the next phase of the process: reinitiating the process for the next academic year.

Monterey Peninsula College Planning and Resource Allocation Process

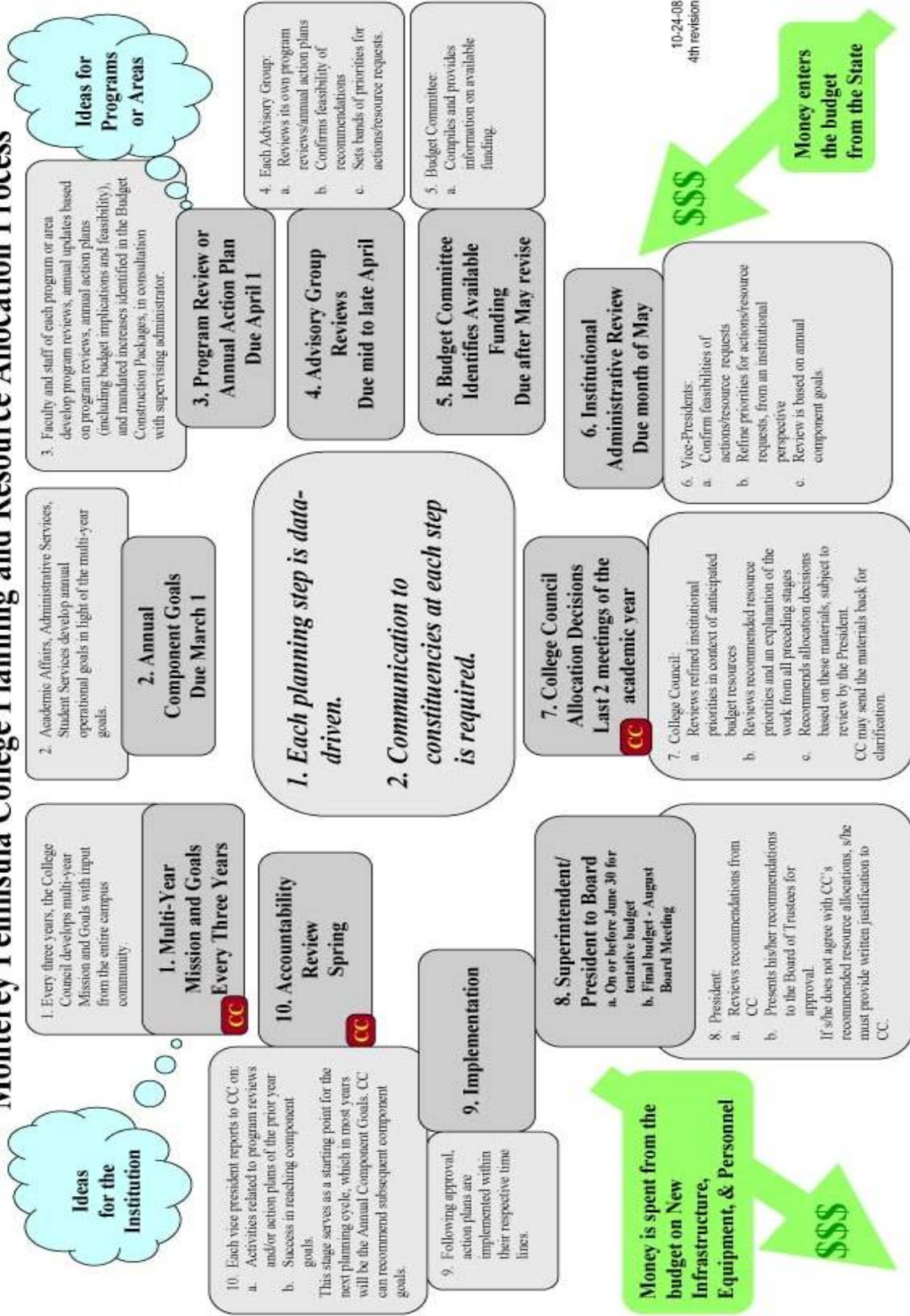


Figure 9 – The Monterey Peninsula College Planning and Resource Allocation Process

Curriculum Approval Process. The Curriculum Advisory Committee developed the *Curriculum Basics* handbook [Appendix G], which details the procedures for proposing and revising courses and programs. This process involves both administrative review and thorough review by the Curriculum Advisory Committee, which is composed of a faculty member from each instructional division, counseling, the library, and the School of Nursing. As part of the program review process, curriculum review is constantly occurring, according to the timelines established by the program review process. The primary role of the Curriculum Advisory Committee is to review and recommend new courses and academic programs to the Board of Trustees, which gives final approval. A subcommittee of the Curriculum Advisory Committee reviews and recommends courses for inclusion in the college's General Education patterns (MPC, California State University, and IGETC—Intersegmental General Education Transfer Curriculum), reviews and recommends graduation requirements.

Student Learning Outcomes. The Academic Senate, which is responsible for overseeing professional and academic matters, under the leadership of the SLO Coordinator and with support from the SLO Committee, has taken the lead in guiding the implementation and assessment of course, program, and General Education student learning outcomes. The Curriculum Advisory Committee, with support from faculty and division chairs reviews all course outlines and makes curriculum recommendations to the Board of Trustees regardless of location or delivery mode. Course content, objectives, methods of evaluation, and SLOs apply to all courses regardless of whether they are offered via the traditional model or they are offered via distance education. Faculty and division chairs, with assistance from the SLO Committee, are responsible for establishing programmatic and institutional SLOs. Campuswide meetings have been dedicated to dialogue and implementation of SLOs for courses, programs, and General Education. SLOs apply to all students regardless of the mode of delivery.

Decision-making Based on Institutional Needs and Plans for Improvement.

Technology planning follows institutional planning for facilities, administrative services, student services, and academic programs, and is guided by the planning and resource allocation process and institutional goals. Information Technology participation in the shared governance process, which includes facilities renovation, construction plans, program review and the action plan process, provides the information needed to formulate yearly formal or informal technology plans that are brought to technology staff for refinement, then brought through the planning and resource allocation process to align with the institutional mission and goals. Each year the college completes a planning and resource allocation cycle.

Short-term and sometimes long-term technology needs and requests, then, follow this process. Long-term technology needs are also considered in the *Technology Refreshment Plan* [Appendix H]. This plan establishes a process in which student-related technology is replaced first; if the technology is still adequate it is cascaded to staff, replacing even older technology. Timely replacements are made when possible through the planning and resource allocation process. At times they are replaced through Instructional Equipment Grant funds or through other grants and funds.

Monterey Peninsula College not only bases its technology decisions on the results of program review, action plans, and the planning and resource allocation process; it bases its decisions on continuous dialogue. Technology experts confer during their weekly meetings, and technology users share needs in various committee meetings. One committee that impacts the college and its technology is the Facilities Committee. 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.

Student Services

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.

Monterey Peninsula College has worked diligently to assist students in benefiting from its programs. When students indicate during the admissions process that they are planning to transfer, obtain a degree or certificate, and/or are undecided on an educational goal, they are required to participate in the matriculation process. The college's matriculation process, designed to help students realize their educational objectives, is referred to as the Step program, which is composed of the following components:

- Step 1 - Admissions
- Step 2 - Financial Aid (Optional)
- Step 3 - Assessment
- Step 4 - Orientation
- Step 5 - Counseling/Advisement
- Step 6 - Registration

As mentioned, the Step program is required of all new matriculating students. However, there are some exemptions as outlined in the College Catalog. Special accommodations for students with disabilities for any part of the Step program are available.

Students can complete all, but Step 3 of the Step program online (<http://www.mpc.edu/newstudents/Pages/gettingstarted.aspx>). Step 3 – Assessment, must be completed in person and is needed for courses requiring English or math prerequisites. Student are able to apply for a Board of Governors (BOG) Fee Waiver online at

http://www.cccapply.org/BOG_Waiver/, and they can complete the Free Application for Student Aid at <http://fafsa.ed.gov/>.

An “Online Advisor” (<http://www.mpcfaculty.net/counseling/onlineadvisor.html>) is an important student support service, because it provides access to counseling and is an advising resource for students taking online or distance education courses through MPC.

Electronic books (e-books) and online databases support student learning for distance education and students taking online classes. The library also provides telephone reference services, the ability to apply for a library card online and make requests for materials, student records review in the online Catalog, and instant messaging (IM). Instant messaging is a means for students and staff to ask questions of the reference librarians online and receive answers almost instantly.

Evidence of appropriate equipment and facilities

Monterey Peninsula College’s technology planning is integrated with institutional planning. The college also systematically assesses its use of technology resources and uses the results of 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 iLearn (Moodle) online course management server, and Gavilan and Monterey Peninsula College each pay \$10,870 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 iLearn (Moodle) is as strict as for MPC network access and uses the same method of authentication. Students have the same login for iLearn as for their MPC email and their MySite and ClassSites. The Board Policy on Electronic Mail [Appendix I] has been updated to include students in the narrative since students now have access to this service. In the future, students and staff will need to affirm that they adhere to the college administrative procedure on Computer and Network Use [Appendix J] each time they log into the network. This proposed administrative procedure will be vetted through the shared governance process.

Students and faculty have access to iLearnHelp for all support questions, which can then be answered by MPC or CSUMB 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 iLearn for course enrichment, hybrid courses, and fully online courses.

Monterey Peninsula College has 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.

It should be noted that ClassSites on the www.mpc.edu website offer many of the same services as iLearn and will continue to be improved to the extent that moving all online and hybrid courses to the MPC website may become an option in the future. Any major change in supported teaching options will go through the normal shared governance process prior to adoption.

Consideration for Equipment Selection for Distance Learning. As stated earlier, the equipment used for the college's distance learning program is managed by CSUMB with eventual replacement funded by the local iLearn (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 courses as well as hybrid courses to the system with only the addition of appropriate storage space. Use of this course management service has increased each year, particularly for faculty teaching hybrid courses.

Professional Support. Technology resources are managed by numerous highly trained technicians as outlined in the *2009 Technology Plan* [Appendix K] and supervised by the Dean of Technology, who reports to the Vice President of Administrative Services. 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. The third network engineer has been added to the technical staff since the previous accreditation review.

Technology Training for Students and Staff. Student technology training is handled in a variety of ways: through class orientations, training documents on the website (Techapedia), 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 iLearn (Moodle) use for online classes. Students have a phone number and email address for help desk questions related to instructional software, primarily the iLearn course management system.

Every year, faculty who teach online or those wishing to learn skills that will enable them to teach online, undergo formal training, sometimes from outside vendors or other colleges, but mostly in-house. Also, there is daily one-on-one training available during the summer and at times when classes are not in session. Most online instructors take

advantage of training available during the summer and at times that classes are not in session to hone their skills in effective online pedagogy.

Faculty and staff are also encouraged to take CCC@One training sponsored by the California Community Colleges. Monterey Peninsula College hosted the Northern California @One Summer Workshop in June 2008. Fifteen scholarships were available to MPC staff for the workshop. Media Services also encourages and pays for distance learning instructors to take the @One online workshops for teaching online. In addition, the college has an extensive *Distance Learning at Monterey Peninsula College Handbook for Instructors* [Appendix E], which is updated yearly or more often if needed.

Library and Technology Resources. The Monterey Peninsula College Library is a member of the Monterey Bay Area Cooperative Library System (MOBAC), now Peninsula Library System (PLS). This consortium consists of academic, public and special libraries in Monterey, Santa Cruz and San Benito counties. This arrangement allows the library staff to borrow materials that they do not own or are unable to afford, and allows them access to collections that are not open to the public (e.g., Monterey Bay Aquarium). This greatly enhances materials that the library is able to provide to students, faculty and staff. This is particularly important for students enrolled in classes at the Education Center since the district currently does not offer a full array of library services at the center. Plans are currently underway to implement courier services that will allow students at the center to have access to books on reserve.

Library and learning support services are accessible to all students, faculty, and staff on campus from the library, the academic support center, learning centers, computer laboratories, and learning technology development and training. These services are accessible off-campus through the internet, email or telephone. The library provides access to the online catalog and 29 full-text databases and electronic reference sources 24 hours a day seven days a week through the web page. The library web page provides access to all library collections, services and policies to all students, staff, and faculty on and off-campus. All users have access to MPC library resources on and off-campus with a current library card. Electronic books (e-books) and online databases support student learning on the Monterey campus, students at the Education Center at Marina, and distance education students. In addition to e-books and online databases, the library also provides instant messaging (IM) and telephone reference services, the ability to apply for a library card online, make requests for materials, and student record review in the online catalog. IM is a means for students and staff to ask questions of the reference librarians online and receive answers almost instantly.

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

Fiscal Resources. Monterey Peninsula College used WebCT as its platform for online classes until 2006-2007 with the yearly cost increasing from about \$7,000 per year to nearly \$20,000 per year. The college joined the Moodle consortium in 2007-2008 in an

effort to make online education more affordable. 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. By using the Moodle platform, MPC students who transfer to a California State University or a University of California campus have an advantage since some of these campuses are using Moodle as their online delivery platform.

Below are the yearly software costs associated with the Distance Learning program.

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	(projected) \$10,870

Figure 10 – Software Costs Associated with Distance Learning

In addition to the software costs listed above, and as stated earlier, the college has allocated \$33,500 every year for the last several years for library books. Books ordered by the library cover all disciplines, including those associated with family and research studies. Also, 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 reference sources. However, due to the state fiscal constraints, those funds became unavailable in 2009-2010. Therefore, for this year, the subsidy for databases and electronic references was funded through the Instructional Equipment Grant funds as well.

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, which is part of the college planning and resource allocation process, and is vetted by the advisory groups, the vice presidents, College Council, and the Superintendent/President and approved by the Governing Board. See description of planning and resource allocation process as well as the MPC Planning and Resource Allocation Flow Chart on page 32.

On the 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 has 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 E];
- online orientation for students;
- a list of frequently asked questions; and
- online assistance to students that enables them to determine their level of preparedness to succeed in an online environment.

Plan for monitoring achievement of the desired outcomes of the proposed change

Quality Assurance. 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 L – Board Agenda Items on Distance Learning].

The vehicle for monitoring quality assurance is the program review process. As indicated earlier, the Family Research Studies program is part of the library services curriculum, which is supervised by one of the tenured faculty librarians. Every program under each division (including the library even though it is not a division) undergoes program review every five years. The library is scheduled to undergo program review in academic year 2009-2010. A part of the program review is a comprehensive review of the curriculum to ensure that it meets Title 5 guidelines of the California Code of Regulations, that it is current, and that it meets students' needs.

During the 2008-2009 academic year, the Academic Affairs program review process, which was used from 2004 to 2009, was reviewed and revised by a subcommittee of the Academic Affairs Advisory Group, with representation from the Academic Senate. The revision occurred at this time because all of the instructional divisions had participated in the program review process under the guidelines of the former process at least once. In terms of MPC's commitment to continuous quality improvement, it was a logical time to evaluate the quality and efficacy of the program review process and make some adjustments.

Purpose. From the introduction to program review in Academic Affairs,

The purpose of academic program review at MPC 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.

Process Overview. 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.

Content of the Self Study.

- **The Introduction/Preamble (former process)** briefly describes the program, including its role and function; the outstanding characteristics of the program; and the most significant ways in which the program links and implements the philosophy, goals, and objectives of the program to those of the college. It also identifies any recent or historical areas of concern with the program.

In the revised process, the introduction stresses the mission of the program and the relationship between the mission of the program and the MPC mission statement

- **The Analysis** is the most extensive portion of the self study. All of it is data-driven and is designed to lead to divisional dialogue about its meaning. It includes:
 - *Curriculum Review (former process).* All curricula must be reviewed, revised if necessary, and submitted to the Curriculum Advisory Committee for evaluation. Aspects to be reviewed include course content, objectives, methods of evaluation, articulation agreements, and co- and pre-requisites. In this way, the college ensures that its curriculum is current and up-to-date and affirms the quality of its offerings.

A complete review of curriculum is retained in the revised process.

- *Student Achievement Data (former process)* is used to document student learning and the vitality of the program. Student achievement data for the previous years are used to show changes in metrics such as FTES (Full Time Equivalent Students), FTES/FTE (Full Time Equivalent Faculty) ratios, grade distribution, class size, student retention, student success, and student persistence. Student needs assessments and community needs assessments are used as appropriate or available. Career Technical Education (CTE) programs include metrics such as percent of program completers since the last program review, numbers of certificates and degrees awarded, and job placement rates.

In the revised process, graphs and tables of student achievement data are provided to each division or department completing the process.

Each division/department responds to exactly the same kind of data, so that when the self studies are reviewed, the data is always presented in the same way and more meaningful comparisons can be made. It also decreases the burden on the individual writing the self study to interpret and manipulate the huge pivot table spreadsheets where this data is stored.

- *Student Learning Outcomes (former process).* Each division describes progress made in identifying program level learning outcomes and steps it has taken to collect evidence of student learning that support the outcomes.

The increased role of student learning outcomes is one of the biggest improvements from the former process. Two forms are provided for departments or instructional groups to fill out each semester. The first is completed by the individual instructor and is intended to include evaluations of student attainment of SLOs. It is intended to be completed in preparation for a dialogue with department or instructional group colleagues. The individual form is intended to stay with the instructor in his or her records. The second form is completed as a record of departmental or instructional group dialogue, where opportunities for improvement are identified and plans to improve student attainment of student learning outcomes are made. Specific action plans and/or requests for resource allocation may then be based on this dialogue as recorded on these forms.

- *Analysis of the Programs' Offerings (former process)* includes information on the scheduling of courses, the sequencing of courses, and the timing of course offerings to assure that students can progress through the program in a reasonable amount of time.

Improvements include the providence of data pre-formatted into data tables showing schedules and frequency of offerings of courses.

- *Description of Staff and Faculty (former process)* analyzes how the diversity, education, training, and satisfaction affect their ability to meet students' needs.

In an effort to become more student-centered, this section has been de-emphasized. In its place, a faculty and staff satisfaction survey is now encouraged, and specific questions about staff workload and staff development activities have been added.

- *Description of Physical Parameters (former process)* discusses the adequacy of facilities, equipment, and supplies to meet students' needs.

The revised version more specifically asks what facilities and equipment needs have changed.

- *Student Information (former process)* analyzes student needs and satisfaction. This section describes the quality of the program from a student perspective.

The revised version asks more specific questions rather than the broad questions of the former version, and provides a table that shows how often the program refers students to the various college support services.

- *External Relations (former and revised processes)* shows how the program relates to other programs on campus in terms of co- or prerequisites, program requirements, similarity of instructional topics, technology needs, etc.
- **The Summary (former process)** describes results of the data analysis and describes the program major strengths, weaknesses, challenges, and opportunities. This section provides the rationale for the recommendations and goals set forth by the division and area, which are described in detail in the next section.

One of the most important changes is the inclusion of “program improvement plans” after each section of the revised guidelines. These “program improvement plans” are then summarized in the summary section in table format, with boxes for rationale, timeline, and the responsible person. These changes provide an easy-to-read summary for those unfamiliar with the program.

- **The Recommendations and Goals (former process)** sets the direction for the program for the next five years by prioritizing goals and providing the framework for the annual updates and action plans. This section provides the link between the departments and divisions and the institution. The goals and recommendations from each division inform the College Council as it implements the planning and resource allocation process.

This section is combined with the summary section in the revised guidelines.

Annual Reports and Action Plans. The annual report identifies the program’s success in implementing its plans to achieve the identified goals, and any changes in plans to meet the identified goals and objectives. The action plan is the mechanism by which the divisional goals are achieved through specific activities. These action plans usually involve requests for resource allocation to achieve the planned action. Each specific action plan must be shown to support at least one of the three-year institutional goals.

The process is very similar under the revised guidelines. Everything is presented in table format with space to provide rationale. One of the biggest improvements is the

inclusion of the SLO evaluation forms, called “Instructor Reflections on Student Learning” and “Department Reflections on Student Learning,” into the annual part of the process. These SLO forms are designed to be filled out every semester.

Review by the Support Team. The support team consists of the dean overseeing the division and faculty members from other divisions. The review is designed to promote dialogue first within the division as the program review is completed, and then the Academic Affairs Advisory Group (AAAG) and at the College Council as the results, recommendations, and goals of the program review are presented. In its efforts to promote dialogue and ensure quality, the support team looks at issues such as the relationship between the function of the program to the college mission statement, the effectiveness of the program in terms of quality, the responsiveness to student and community needs, the cost effectiveness of the program, and the feasibility of the goals and recommendations in terms of the available resources of the college.

The revised process greatly improves the review process by providing a set of guidelines for the review team to complete. The revised guidelines are much more specific and easy to follow than those provided for the former process.

Review by Broad-Based Shared Governance Committees. The program review summaries, recommendations, and goals are shared and discussed at two shared governance groups: the Academic Affairs Advisory Group (AAAG) and the College Council. Both provide opportunity to members of the college community to learn about some of the successes and challenges faced by the various divisions in Academic Affairs. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trustees. This part was not changed during the review and revision process.

Faculty Evaluation. Faculty evaluation is a process agreed to between the district and the Monterey Peninsula College Teachers Association (MPCTA). It is clearly 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 utilizing the Class Climate software. The district and the faculty association agreed to a specific set of survey questions specifically designed for online classes. However, due to technical difficulties with the Class Climate in relation to online classes, MPC and MPCTA agreed to utilize Survey Monkey instead. In fall 2008, the college administration, in conjunction with the faculty association, conducted a pilot study to test Survey Monkey for facilitating student evaluations of instructors teaching online classes. As a result of the shift in software and less than optimum student participation, the pilot study is being replicated. Following this pilot study, the two entities will develop an agreement that will specify procedures for student surveys in an online environment. To further mitigate any future technical issues, the district has purchased the latest version of Class Climate. The new software includes the cost for staff training. The staff training will take place prior to the installation of the new

software, which is scheduled for spring 2010. Also, through the collective bargaining process the district and the faculty association have agreed to form a study group that will review and make recommendations on issues related to distance learning such as maximum enrollments, the percentage of online assignment for a full-time faculty member, intellectual property, compensation for developing online courses, etc.

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 part of the Distance Education Task Force, which is in the process of discussing quality assurance issues associated with the online delivery mode. Statistical studies comparing student success and retention rates in online classes and the college as a whole indicate that students enrolled in online classes, generally speaking, experience lower success and retention rates. See Appendix L – MPC Board Agenda Items on Distance Learning Reports, 2003-2008. The Distance Education Task Force will address these challenges and make recommendations on how to improve student achievement in the online environment.

Monitoring Desired Outcomes. 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.

The Enrollment Advisory Committee (EAC) is a campuswide group that has conducted research related to student achievement, retention and persistence through the Director of Institutional Research. In an effort to galvanize support for outreach, recruitment and student support goals identified by EAC, committee members have begun to share the findings and proposed initiatives with shared governance groups.

Faculty are responsible for developing and assessing SLOs for courses, programs, general education and the institution. SLOs for courses are the identical regardless of location or mode of delivery. Family Research Studies faculty have developed course and program SLOs. The programmatic SLOs are published in the College Catalog.

IV. Evidence that the institution has received all necessary internal or external approvals. A clear statement of the faculty, administrative, governing board, or regulatory agency approvals.

Faculty, administrative, Governing Board, and Regulatory Agency Approvals. As with all courses and programs, the Curriculum Advisory Committee reviewed and approved the family research courses, the Family Research Studies program as it was initially submitted and its subsequent revision to teach the courses online. Furthermore, the courses and program were approved by the Board of Trustees and Chancellor's Office of the California Community Colleges.

Governing Board action to approve the change and budget supporting the change

As described earlier, after vetting by the Curriculum Advisory Committee, the Governing Board reviewed and approved the initial plan to implement the Family Research Studies program in 1995. See the Program Inventory [Appendix M] for Monterey Peninsula College from the California Community Colleges Chancellor's Office webpage.

Through presentations by the Vice President of Academic Affairs at Board meetings, Board members have been made aware that this Substantive Change Proposal is being developed in preparation for submission to ACCJC. The proposal will be included in the Board agenda for the October 27, 2009 meeting.

All resource allocation recommendations are vetted through the shared governance process and submitted to the Superintendent/President for recommendation to the Board.

V. Evidence that each Eligibility Requirement will still be fulfilled after the change.

Authority. Monterey Peninsula College is and will continue to be authorized to operate as an educational institution and award degrees as delineated in the Board Policies Manual, Education Program Standards, 3000 series. The letter of reaffirmation of accreditation received from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, is on file in the Office of the Superintendent/President, and a notation of this status is printed in the College Catalog. Continuing to offer the Family Research Studies program online 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 2007-2010 Institutional Goals at its meeting on February 26, 2008. Subsequently, on July 22, 2008, the Board of Governors approved the current Monterey Peninsula College Mission Statement. It is published on the college website and it is printed in the 2009-2011 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 the Family Research Studies program 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 the Family Research Studies program online will not change, alter, or affect in any way MPC's ability to continue to meet this eligibility standard.

Chief Executive Officer. On January 24, 2006, 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 an extensive search, at their July 7, 2006 meeting, the Governing Board appointed Dr. Douglas R. Garrison as Superintendent/President for a four-year term effective August 1, 2006 and ending July 31, 2010. On September 23, 2008, the Governing Board extended Dr. Garrison's contract through July 31, 2012. The Board evaluates the Superintendent/President on a

quarterly basis annually. His evaluation is based on annual goals established by Dr. Garrison in collaboration with the Board.

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 the Family Research Studies program online 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 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.

The college is administered through three distinct, but complementary areas: Academic Affairs, Student Services and Administrative Services. Each of these areas is led by a vice president. Instructional programs are organized into seven divisions under the umbrella of Academic Affairs: Business and Technology, Creative Arts, Humanities, Life Sciences, Physical Education, Physical Sciences, Social Sciences, plus the School of Nursing and the Library and Technology Center. Both credit and non-credit programs are embedded into the various divisions, with the exception of the Older Adult Program and Instructional Service Agreements, which are administered by the Dean of Instruction and the Dean of Instructional Planning respectively. The Administrative Services area encompasses facilities, fiscal services, human resources and technology support. Student Services are comprised of the following:

- Outreach and Recruitment
- Admissions and Records
- the Book Store
- Career/Transfer Resource Center
- the Child Development Center
- Counseling
- Food Services
- Programs for special populations including
 - o CalWORKs
 - o CARE
 - o College Readiness (TRIO)
 - o Extended Opportunity Programs and Services
 - o the High Tech Center for Students with Disabilities

- o the International Students' Center
- o Supportive Services and Instruction
- Student Activities
- Student Health

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)

Continuing to offer the Family Research Studies program online 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 Enrollment Advisory Committee, 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. The effectiveness of the Family Research Studies program online will continue to be judged using appropriate data and research analysis. Continuing to offer the Family Research Studies program online 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 the Family Research Studies program online 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 the Family Research Studies program online 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 the Family Research Studies program online 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, who happens to be 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 Enrollment Advisory Committee (EAC), 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.

The college as a whole has already begun and will continue to track student learning and achievement in courses and programs described herewith. Continuing to offer the Family Research Studies program online will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

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.

Students enrolling in family research studies courses who are pursuing an Associate of Arts degree are subject to completing the districtwide General Education requirements. Continuing to offer the Family Research Studies program online 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 the Family Research Studies program online 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 the Family Research Studies program online 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 the Family Research Studies program online 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 the Family Research Studies program online 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 75,000 volumes including almost 21,000 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 DVD's have been purchased to accommodate the hearing impaired. The library also provides access to 29 full-text databases and electronic reference sources 24 hours a day seven days a week through the library webpage. Library holdings and resources are on file in the library. As a member of the Monterey Bay Area Cooperative Library System, now Peninsula Library Systems, 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 access to genealogy research. Continuing to offer the Family Research Studies program online 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 the Family Research Studies program online 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 the Family Research Studies program online 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, 2007-2010 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* [Appendix K], *Facilities Plan*, *Fiscal Stability Report*, and *Long-Term Financial Plan*.

The *2003 Educational Master Plan* is under review based on the recently adopted mission statement and the 2007-2010 Institutional Goals and Objectives. Once completed, the *Educational Master Plan* will serve as the foundation for the revision of the *Educational/Facilities Master 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 the Family Research Studies program online 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, both hard copy and electronically, and the Schedule of Classes.

Continuing to offer the Family Research Studies program online 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 2004 Comprehensive Evaluation Visit. Furthermore, the college received positive comments on the 2008 Progress Report.

The list of other accreditation certifications held by Monterey Peninsula College is published in the College Catalog. 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 the Family Research Studies program online will not change, alter or affect in any way MPC's ability to continue to meet this eligibility standard.

VI. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed.

Standard I – Institutional Mission and Effectiveness

The Family Research program is in alignment with and supports the mission statement and institutional goals of Monterey Peninsula College. The mission statement defines and guides all aspects of the college, including the planning and resource allocation process. The 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.

In addition, the Family Research Studies program directly addresses the 2007-2010 institutional goals and their corresponding objectives, which read as follows:

1. *Promote academic excellence and critical thinking across all areas and disciplines.*

Objectives:

- a. *Support faculty and staff development for effective teaching, learning, and service delivery.*
- b. *Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms.*
- c. *Articulate the meaning, value, and use of SLOs (Student Learning Outcomes) at MPC.*

2. *Foster a climate that promotes diversity throughout the institution.*

Objectives:

- a. *Actively seek and enhance diversity in all college programs, curricula, extra-curricula, outreach and community events, and in the college population, students, employees and Board of Trustees.*
- b. *Recruit and retain a diverse collegewide community.*

3. *Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.*

Objectives:

- a. *Improve the college's financial stability by diversifying the college's revenue sources and increasing enrollment.*
 - b. *Establish and strengthen industry, government, and community partnerships.*
 - c. *Establish and strengthen partnerships with high schools and transfer institutions.*
 - d. *Develop an integrated, effective districtwide marketing strategy for continuing programs, new programs and services.*
4. *Create pathways to success that address the diverse, holistic needs of all MPC students.*

Objectives:

- a. *Identify barriers that prevent students from achieving their goals.*
 - b. *Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students.*
 - c. *Improve the delivery of academic support for diverse student learners.*
6. *Ensure adequate levels of personnel to support current programs and establish priorities for future growth.*

Objectives:

- a. *Provide adequate levels of well-trained support personnel to meet the needs of learning, teaching, collegewide communications, research and operational systems.*
 - b. *Attract and retain the best-qualified employees by continuing to increase compensation for full and part-time staff and faculty.*
7. *Maintain and improve district facilities.*

Objectives:

- a. *Create safe, attractive, functional facilities through the allocation of bond funds.*
- b. *Provide a stable and secure technical environment for the entire institution.*

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 at the MPC Education Center will be augmented incrementally as enrollments grow and the district is able to obtain full center status, which will provide additional state funding for operational purposes.

Finally, the financial resources available to support the Family Research 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 the Family Research program 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.

VII. Compliance with Accrediting Commission Policy on Distance Learning.

As evidenced by this proposal, Monterey Peninsula College offers its distance education program, in general, and its Family Research Studies program, 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. All curriculum is reviewed by the Curriculum Advisory Committee and dialogue occurs concerning the rigor and appropriate sequencing of the curriculum. 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 Curriculum Advisory Committee to ensure that the online delivery is appropriate to 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." The Family Research Studies program supports this aspect of the mission statement. Furthermore, the college "seeks to enhance the intellectual, cultural, and economic vitality of our diverse community." Again, the Family Research Studies program 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, search engines and repositories of records and information to students enrolled in family research studies courses. Additionally, the college provides adequate technical support and opportunities for training to faculty teaching online through the CCC@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 taking distance learning courses. Additionally, prospective online students have access to Frequently Asked Questions. Once enrolled, online students receive online class orientation. Computer skills and familiarity with genealogy of students who enroll in family research studies courses are assessed at the beginning of the course to determine the level of support they need with technology and with the subject matter. The instructor visits the Monterey area every two months and makes herself available for individual appointments with students who live in the area. 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 and the Family Research Studies program. As indicated earlier, the college has constantly funded the costs associated with software as well as databases that support student research, both for the general population and students enrolled in family research studies courses. Both online faculty and students are provided with appropriate technical support to ensure an environment conducive to learning. The program is relatively small in FTES (Full Time Equivalent Students) and does not warrant the hiring of a full time instructor. However, a tenured faculty librarian oversees the family research studies curriculum. The principal faculty member in the Family Research Studies program is a highly regarded expert in genealogy regionally, statewide as well as nationally. She has authored books on genealogy and is a highly sought after speaker in the discipline. She was involved in the initial developing of the curriculum and in the transformation from the traditional delivery mode to online. She utilizes technology effectively and ensures that students receive the appropriate support they need to succeed in the courses.

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 delivery mode. 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 campuswide 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, for implementation is spring 2010. Until then, Survey Monkey has been 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 iLearn (Moodle) is as strict as for MPC network access and uses the same method of authentication. Students have the same login for iLearn as for their MPC email and their MySite and ClassSites. 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.

APPENDICES
