

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

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

October 2012



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Statement on Report Preparation

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

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

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

To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).

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

I. Student Evaluation Process and Tool

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

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

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

II. Clear Protocols and Strategic Goals

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

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

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

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

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

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

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

Institutional Committee on Distance Education - The Institutional Committee on Distance Education (ICDE) is now an established standing committee in the shared governance process at Monterey Peninsula College. Committee bylaws ([#12](#)) have been established and approved outlining the purpose, function, and structure of this recommending body to the administration of the MPC Online Center. The ICDE is currently operating in accordance with these bylaws ([#13a](#), [#13b](#), [#13c](#), [#13d](#), [#13e](#), [#13f](#), [#13g](#), [#13h](#), [#13i](#)) and the established reporting line to the Academic Senate on academic and professional matters ([#14](#)) and the College Council in the resource allocation process ([#15](#)). As noted in the bylaws, “The Institutional Committee on Distance Education serves as a recommending body to the administration of the MPC Online Center on all matters related to online teaching and learning. Recommendations on issues pertaining to academic and technical support for online students and instructors, policies and procedures, as well as, planning and development of online offerings will be addressed by this committee.”

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

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

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

Best Practices Workshops and Web Resources for Student Success - Monthly workshops (#21a, #21b, #21c, #21d, #21e, #21f) have continued being offered throughout the academic year focusing on online strategies that aid to student success. In addition to one-on-one support provided by the MPC Online Center, faculty and student services and resources are available on our two websites, namely, <http://mpconline.mpc.edu> (#22) and <http://www.mpc.edu/distancelearning/Pages/default.aspx> (#23). Both sites have been updated and are continuously being updated for currency and accessibility. An updated *Faculty Handbook for Online Instruction* (#24) can be accessed from both sites and serves as a valuable tool for online instructors regarding policies, procedures, and best practices for quality online teaching and learning.

In addition to these resources, the MPC Online Center provided support for four faculty members to attend the @ONE Online Teaching Conference this year held in Santa Clara, CA, and several others who have completed @ONE Online Teaching Courses throughout the academic year.

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

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

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

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

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

Evidence List

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3	<u>Academic Senate Minutes, April 19, 2012, Presentation of Follow-up Report #2</u>	3
4	<u>Administrative Services Advisory Group Minutes, May 1, 2012, Presentation of Follow-up Report #2</u>	3
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6	<u>College Council Minutes, May 15, 2012, Presentation and First Reading of Follow-up Report #2</u>	3
7	<u>College Council Minutes, May 29, 2012, Approval of Follow-up Report #2</u>	3
8	<u>Board of Trustees Minutes, July 25, 2012, Approval of Follow-up Report #2</u>	3
9	<u>Institutional Follow-up Report #1, October 2011</u>	3
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13	ICDE Meeting Minutes 2011-2012 a September 16, 2011 b October 21, 2011 c November 4, 2011 d November 18, 2011 e December 2, 2011 f February 24, 2012 g March 16, 2012 h April 6, 2012 i May 11, 2012	5
14	ICDE Reporting Line on Academic and Professional Matters	5
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Certification of Follow-up Report

October 2012

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

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

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

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

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

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

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

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

Revised 7-13-12