Substantive Change Proposal: Distance Education

Modesto Junior College

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A concise description of the proposed change

Description:

In 1998, Modesto Junior College (MJC) offered its first online class, and since that time the distance education (DE) program has grown steadily. The college has developed the Modesto Junior College Distance Education Plan 2012-2017 (hereinafter referred to as Distance Education Plan) and is growing its online offerings accordingly. In 2014, the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges approved MJC's proposal to offer 37 associate degrees and four certificate programs at 50% or more via distance education. This substantive change proposal (July 2013 – June 2015) is for approval to offer the following six additional associate degrees and three certificate programs at 50% or more via distance education (Appendix A):

Associate Degree in Arts for Transfer

- Elementary Education (AAT)
- Geography (AAT)
- Philosophy (AAT)
- Political Science (AAT)
- Psychology (AAT

Associate Degree in Science for Transfer

- Early Childhood Education (AST)

Certificates of Achievement

- Accounting Clerk
- Human Services
- Office Administration

These degrees and certificates were identified as meeting the requirement of substantive change approval not because the major content area of the degree or certificate is fully online, but when combined with online general education components of the associate degree, the degree exceeds the 50% threshold (Appendix B).

The MJC catalog delineates the requirements for associate degrees and certificates, defining both the unit requirement for each and the purposes of the awards in the college catalog (pgs. 13-15).

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

As stated in the MJC Mission (BOT approved September 11, 2013):

> Modesto Junior College is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

The degrees and certificates offered through DE not only support, but fulfill the mission by serving student learning needs through "…the latest scholarship of teaching and learning…" and by providing "…a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community." The MJC distance education vision and mission support the mission and vision statements of the district and college that drive the initiatives of the college (pg. 4, Appendix G):

	VISION STATEMENTS	MISSION STATEMENTS
YCCD	The Yosemite Community College District will enrich lives through exemplary stewardship and accessible, high-quality education.	The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural, and economic development and wellness.
MJC	As the first choice for educational excellence in our community, Modesto Junior College will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world.	Modesto Junior College is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities and shape students into thoughtful, culturally aware, engaged citizens.
MJC Distance Ed	MCJ will be a leader in the delivery of distance education by using innovative instructional technologies and online services to help students meet their education and career goals.	MJC uses current best practices to update and deliver challenging, dynamic distance learning opportunities that meet the needs of students in remote locations with diverse home, family and career demands.

These clearly delineated connections between the Distance Education Plan, the college, and the district ensure that all DE programming at MJC is aligned with the student support, service, and learning objectives articulated in the college mission.

The college mission also states: "We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community." Student demographic data indicates that our DE program primarily serves students in Stanislaus County. The Fall 2014 Distance Education Enrollments report indicated the residency of MJC distance ed students, and the data revealed that 93.4% of distance ed students resided in Stanislaus and San Joaquin Counties, 79.2% of total DE students resided in Stanislaus County alone, and 44% in the city of Modesto (Appendix C). Such data illustrate the service we offer to our immediate constituents.

New educational programs, and description of the program to be offered

All of the programs proposed for distance delivery have already been approved for delivery in the traditional face-to-face modality. Aside from modality of instruction, there are no differences in general education, major or graduation requirements between programs offered via distance education and those offered in a traditional classroom. The courses share a common Course Outline of Record,

Course Learning Outcomes (CLOs), and are vetted through the same rigorous Curriculum Committee approval process. The Distance Education Plan provides clear local definitions for DE that comply with the definitions released in 2008 by the California Community Colleges Chancellor's Office. The chart below reflects the distinctions between delivery modes and a helpful description for each, which is intended to clearly communicate with students the type of course in which they are enrolling.

Descriptor	MJC Definition	Processing	Notes
Fully Online	Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to an MJC campus to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Technology mediated instruction form (TMI) and follows all quality measures as outlined in the Distance Education Guidelines.	Requires faculty readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid (Blended)	Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to an MJC site for any reason (testing, orientation, etc.).	Requires separate Curriculum Committee approval with Distance Education Addendum, TMI form and follows all quality measures as outlined in the Distance Education Guidelines.	If students are required to come to an MJC site for any reason, the course is declared a hybrid course to notify students of this requirement.
Enhanced (face-to-face with web enhancement)	Face-to-face courses that require the student to access the Internet and/or LMS as part of the course work.	Students are expected to be able to access the internet and the LMS infrastructure either at home or from the campus learning centers where assistance for using these technologies is available.	

Description of the planning process which led to the request for the change

Rationale for change in delivery mode:

As a community college, MJC serves a very diverse student population. Many MJC students work and face the challenges of childcare, eldercare, and balancing study with other elements of their lives. Enrollment data indicates that distance education continues to play a key role providing access to higher education for residents living in the geographical area serviced by the college.

Demographic data show that 93.4% of students served by the DE program at MJC reside in Stanislaus and San Joaquin Counties, with Stanislaus comprising 79.2%. Of the students participating in DE, 44% reside in the City of Modesto (Appendix C).

This data indicates that MJC has increased access and service to students who need the benefit of asynchronous education and the flexibility of online learning despite their close proximity to the college campus. To best serve this community, MJC continues to explore the expansion of online learning according to goals laid out in the Distance Education Plan.

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

The Distance Education Plan, vetted and adopted through the participatory governance councils at the institution, describes MJC's commitment to student support (pgs. 12-14, Appendix G), faculty support (pgs. 15-17, Appendix G), and technology and infrastructure support (pg. 19, Appendix G). Each of these support areas has clear goals with measurable targets aimed at providing the best online programming possible.

Student Support:

There are 8 goals in the student support area, and they are as follows:

- Establish online and face-to-face services to assist DE students with instructional and technical support.
- Develop an intuitive web page to provide with online access to instructional and student support services and technical assistance.
- Develop specific instructional support services students can access online.
- Integrate online library services, including reference and consultation, document delivery, access to reserve materials, and information competency instruction.
- Expand the number of degrees and certificates that can be completed 100% via distance learning.
- Develop online access to student counseling and advising.
- Provide current on-campus student services through online delivery.
- Provide appropriate online matriculation/orientation services.

As reflected in previous documents submitted to ACCJC, the college provides appropriate, comprehensive and reliable services to our students on both the east and west campuses and online. The following services are available to students via the Online Services for Students page of the college website:

- Apply for Admissions Online
- College Forms
- Blackboard Log in
- Helpdesk for Online Classes
- Student Email Help
- Online Advising/Counseling
- Jobs for Students
- PiratesNet (student information system)
- Online Classes
- Register for Classes (Fall/Spring)
- Student Online Classes "Quick Guide"
- Helpful Documentation (Resources)
- Online Learning Help
- Computer Technical Requirements

- Online Registration
- Online Registration Guide
- Student Email (Setup Help)
- Scholarships
- MJC Student Handbook
- MJC catalog

Disabled Student Programs and Services:

MJC provides assistance to disabled students through the office of [Disabled Student Programs](#) [and Services](#) (DSPS). Students may apply for accommodations online and receive information about the services offered. Assistive technology has been placed in computer labs throughout the campus to ensure accessibility. There is a full time alternative media specialist available to assist students and faculty in meeting the requirements mandated by the Americans with Disabilities Act-Section 508c. In addition to these offerings for students, there is an entire segment of training dedicated to online accessibility and the best practices involved in online teaching of students with disabilities in the MJC online faculty training courses.

Library & Learning Center:

In spring 2014, MJC opened a newly renovated Library & Learning Center (LLC) on east campus. This renovated facility brings together tutoring, library services, technology and space for students to meet for study and supplemental instruction in a manner similar to the Integrated Learning Center on west campus. The [Library & Learning](#) [Center webpage](#) offers many online resources to students, including but not limited to, the library catalog, eBooks, subscription databases, and research guides. Librarians are available remotely via chat, Twitter, phone, text, and email to support students with research questions. The website also provides information about tutoring, supplemental instruction and the writing center.

On the LLC homepage, under the Services heading, there is a link specifically for [Services for Distance Learners](#) . On this page, there are sections for Requesting & Borrowing, Research Help, Technology in the LLC, Tutoring & Supplemental Instruction, and Working with a Librarian.

Faculty Support:

The Distance Education Plan established an [organizational structure](#) and the following goals for faculty support:

- Develop and implement an application process for online teaching
- Levels of training certification – Develop a tiered approach to faculty training to better match training with faculty needs. Training may be completed through the MJC program or through a recognized online instruction program ([pg. 15, Appendix G](#))
- Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction
- Develop a resource website for online instructors
- Provide instructional design support to online faculty

The institution has offered tremendous support for online instruction by fulfilling the goals set forth in the Distance Education Plan. Faculty have been receiving comprehensive online instruction training since summer 2012. The online teaching preparation program includes three courses: pedagogy, LMS

training, and advanced LMS, the first two of which are required of new online instructors. The program operates on a cohort model and is offered each semester and once in the summer. The program has certified 220 online instructors to date, (Appendix E). The college also maintains an updated list of all faculty who teach online and the training they have received (Appendix F). Faculty have been incentivized through either continuing education credit, or stipend depending on their situations to engage in professional development in support of distance education.   In addition, to support the faculty being trained, the institution has invested in a full-time Distance Education Instructional Design Coordinator whose job is to design training courses for faculty, mentor faculty, and monitor and address support needs for faculty and students as they arise.

Furthermore, the Yosemite Faculty Association (YFA) defines and describes the various obligations of faculty and administration with regard to online instruction in the Yosemite Faculty Association Faculty Contract. An example of the support encoded in the contract has to do with training:

> **37.4 Training and Incentives**
>
> Prior to teaching online for the first time, faculty shall complete training to teach online as described in the college's Distance Education Plan.
>
> Any faculty member who completes training to teach online shall receive one of the following incentives:
>
> 1) course credit for column advancement on the salary schedule,
> 2) hours applied towards professional hours obligation (Article 4),
> 3) hours applied towards Flex obligation, or stipend contingent upon grant funding.

The contract also has negotiated definitions for load, course sizes, online office hours, and course and instructor evaluations.

The training requirement of new online faculty is specified in the Distance Education Plan. New online faculty become certified "by using the MJC-approved process…or via an equivalent process" (see Area II: Faculty Support, page 15 of Appendix G). The MJC process requires successful completion of the first two of the following three courses:

> **Introduction to Online Instruction**. This course focuses on online pedagogy and has faculty develop a detailed outline of activities for the course they plan to teach. The course also introduces faculty to online teaching best practices, diagnostic surveys, online class community, copyright law, assessment, and accessibility.
>
> **Introduction to LMS (Blackboard).** This course has faculty use the outline they created in Introduction to Online Instruction to build the first four weeks of the course they plan to teach. Along the way, faculty also complete projects that teach them how to use the content editor; create assessments, tests, surveys, and pools; use the Respondus Lockdown Browser and Turnitin to ensure integrity; and create and use grading rubrics as well as discussion forums and small groups.
>
> **Advanced LMS (Blackboard).** This course focuses mainly on Web 2.0 streaming video tools. It shows faculty how to screen capture their lectures via YouTube so they can be streamed into their online courses. Video is also used to provide students with rich feedback and to create a strong instructor presence in the course. In addition, faculty learn to use blogs, advanced grade

center tools, test tools, and the wiki tool. Instructors participate in an online group activity as the cumulative project for this course.

Each course is completed entirely online. Each course requires at least 40 hours of work (faculty regularly report spending almost double this amount).

Teaching Certification and Course Approval Process:

Faculty who complete the first two courses then become MJC Certified Online Instructors; those who go on to complete the third course become MJC Certified Master Online Instructors. (pg.15, Appendix G).

Faculty can also become certified to teach online by going through the @One Project's online teaching certification program (http://www.onefortraining.org/certification) or other, similarly rigorous and recognized programs. Once certified, faculty names are added to the list of approved online instructors (Appendix F).

Once certified, faculty submit the first four weeks of their online courses for review according to the MJC Online Course Review Process (pg.40, Appendix G). This review uses the Online Course Design Rubric ensuring competency in online pedagogy and course design (pg. 38, Appendix G). After the course has been reviewed and approved, it is ready to be added to the schedule.

The design, approval, and implementation of the Distance Education Plan in addition to the negotiated article by the YFA exemplify the support and dedication that MJC has to offer high quality DE programming. Further, faculty teaching online courses are evaluated according to the timeline and tools delineated in the YFA contract.

Technology and Infrastructure:

The Distance Education Plan established four goals in the area of Technology and Infrastructure as follows:

1. Integrate face-to-face distance educational support into the DE Drop-In Center
2. Provide tools (LMS modules/services and others) to enhance student interaction and improve outcomes
3. Provide technology that enables students with disabilities to achieve the same level of communication and course-taking experience as students without disabilities
4. Provide online access to all necessary processing forms

The MJC website and the Distance Education Plan exemplify the institution's commitment to technology and infrastructure. The institution utilizes Blackboard for its LMS and provides Respondus and Turnitin for faculty to support online instruction. In addition to Blackboard, the LLC pages offer evidence of other online resources in which the institution has invested.

Funding:

The college commitment to support distance education is reflected by the class schedule which reflects 17% of the course sections offered fall 2015 delivered in a fully online format. Rather than set aside budget for a specific number of online course sections, the budget for course sections is not delineated allowing deans to make decisions on delivery modality according to student demand and department

preparedness for online course offerings. This flexibility of resources has allowed for quick expansion of online offerings in areas of high demand. Further, the college established a staffing plan to support distance education in the structure in the Distance Education Plan.

In support of the goal to develop a staffing structure to carry out the activities and support related to a successful DE program. The Vice President of Instruction's duties include overseeing distance education
- o Coordinates training and resources for deans in online evaluation measures
- o Coordinates online faculty certification
- o Coordinates online delivery of student services

Instructional Design Coordinator (faculty)
- o Provides training and support in online pedagogy and course design
- o Develops online quality standards and measures
- o Helps coordinate MJC Advanced Online Academy
- o Assists in developing and approving FLEX activities related to online teaching.

Online Student Services Specialist (classified)
- o Coordinates help desk services
- o Coordinates online tutoring services

Governance and Guidelines:

The faculty, staff, deans, and vice president work with the District to investigate and recommend formal policies and procedures that address federal and state regulations and ensure the highest level of integrity, access, and assessment for distance learning as delineated in the Distance Education Plan. The College Council established the Distance Education Committee as the campus governance group with a focus on all matters pertaining to online education. The Distance Education Committee has a representative on the College Council, the highest level participatory governance council at the college.

MJC Curriculum Committee ensures that course standards are equivalent to on-campus offerings. Online, hybrid, and other distance learning modalities that meet the same objectives and outcomes are assessed with the same rigor as traditional courses. DE faculty and staff are encouraged to vigorously pursue knowledge and application of effective technology and pedagogy that support student learning.

The college has established authentication practice for students that meets the requirements established in the specific practices for student authentication (Higher Education Act of 2008, Part H) including:

- • Secure credentialing/login and password
- • Proctored or other authenticated examinations

Technology authentication systems:

MJC has also adopted an Academic Integrity Policy for DE in which is established and communicated academic integrity as a fundamental value of teaching, learning and scholarship. Online faculty also collaborate on developing methods that encourage student involvement in personalizing and honoring standards of academic integrity and honesty. This is in alignment with the college efforts to ensure

equitable implementation of college and district academic integrity policies.

Through establishing and maintaining minimum qualifications for faculty to teach online, MJC ensures that distance education faculty reflect competency in online pedagogy and course design. Multiple training opportunities are available including the MJC online instructor courses or via the @ONE courses as outlined on page 11.

Copyright clearance of instructional material and developing faculty understanding of copyright laws as they pertain to distance education has been incorporated into the MJC online academy.

Online course evaluation tools have been developed and incorporated into the YFA contract ensuring that evaluation of distance education programs as aligns with recommendations in the Higher Education Opportunity Act of 2008 (Sec. 1107, p. 418). The evaluation includes interactivity, course design, and student assessment with respect to student achievement. The evaluation is valued as a critical tool supporting the college's opportunity to identify the benefits and limitations of distance education programs including student demographics, access, job placement rates, and graduation rates. The contract also includes timeframes in which to evaluate DE delivery, student outcomes, and satisfaction. This enables MJC to assess impact of online education on college infrastructure, particularly student services and counseling. This allows us to provide effective best practices to address identified needs. The evaluation also helps to ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility, and are delivered in compliance with FERPA.

Budget:

MJC has established a budget that supports effective delivery of online programs and student success.

The budget outlined below provides a general estimate:

Category	Title/Item	Description	Cost
Personnel 3.5 FTE	Instructional Design Coordinator (Faculty)	Develops and coordinates faculty academy; Course design assistance, design assessment standards	$100,000
	Vice President of Instruction	Administration	$170,000
	Online Student Support Services Specialist	Coordinates online delivery of student services	$100,000
	Help Desk	Responds to general LMS questions	$50,000
Software	Tegrity	Lecture Capture System	$14,000
	ConnectYard	Allows Web 2.0 tool integration to Blackboard	$24,000
	Respondus Lockdown Browser License	Provides increased test security within Blackboard	$4,500

	Pre-paid Respondus Test Creation Licenses		$700
	SoftChalk	Easy-to-Use method to create structured learning modules in online courses	$15,000
Training	Faculty Academy training and support	Includes stipends for faculty mentors	$20,000
Professional Development	Conferences	Stay Current with Effective Practices	$10,000
		Total New Funding	$508,200

Evidence that the institution has received all necessary internal or external approvals

The college's Curriculum Committee, the YCCD Board of Trustees, and the California Community College Chancellor's Office (CCCCO) approve all courses, degrees, and certificates of achievement offered by MJC. Courses taught in a DE modality, either as a hybrid or fully online, have been reviewed and approved by the Curriculum Committee using a separate review process in accordance with California administrative code and regulation. The DE fields in CurricUNET that are reviewed by the Curriculum Committee for its approval of DE courses (by request) and Curriculum Committee minutes are available for review.

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

A summary of the eligibility requirements and the impact, if any, of this substantive change on each of the 21 eligibility requirements follows. Documentation either appears in this proposal, is referenced, or provided as a link for each requirement.

1. Authority

MJC is part of the Yosemite Community College District and is fully accredited by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Most recently, full accreditation was reaffirmed in a letter from the Commission dated February 7, 2014. Based on the 2013 Accreditation Follow-Up Report with a visit in November of 2013, the Commission acted to remove MJC from sanction. The college is listed in the directories of the United States Office of Education, American Council on Education, and Western Association of Schools and Colleges and is part of the California Community Colleges system. The University of California and the California State University systems and other public and private universities and colleges grant credit for transfer courses completed at MJC.

2. Mission

The college mission statement was revised and approved by the Board of Trustees on September 11, 2013. The statement can be found in the college catalog, on the college web page, and in the college's strategic plan (currently under revision). The mission states:

> MJC is committed to transforming lives through programs and services informed by the

latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

This statement is both appropriate and consistent with California Educational Code and the college's vision and strategic plan.

3.   Governing Board

MJC is a sister college to Columbia College, and these two institutions comprise the Yosemite Community College District (YCCD). YCCD has a governing board of seven trustees responsible for the quality, integrity, and financial stability of both institutions and the district. The Board of Trustees also ensures that the mission of the institution and the district are carried out. The YCCD Board of Trustees homepage lists board membership and their constituent areas. Also available on this page are agendas and minutes of meetings as well as board policies. Important to note with regard to this substantive change proposal is Board Policy 4020 that deals with program and curriculum development. This policy begins by stating:

> The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

This pertains to all modalities of instruction, and the district and MJC are committed to delivering high quality education.

4.   Chief Executive Officer

MJC has a Board-appointed chief executive officer whose full-time responsibility is to the institution. Board Policy 2430 , Delegation of Authority to the Chancellor, and Policy 2430.1, Delegation of Authority to the Presidents, outlines the responsibilities of the chancellor and the   president and how those responsibilities connect from the District level to the institutional level.   The president of MJC is Ms. Jill Stearns, (2012-present).

5.   Administrative Capacity

The administrative staff size at MJC is adequate in number, experience, and qualification to provide appropriate supervision to the courses and programs offered through DE. The Distance Education Plan illustrates how the Distance Education Committee and the instructional design coordinator fit into the leadership and decision- making schematic (pg. 20, Appendix G; pg. 17, Appendix H). There is sufficient technology support at MJC available both online and face-to-face to facilitate these additional offerings, and when necessary, YCCD Information Technology managers also provide technical support. All support and instructional staff meet or exceed the minimum qualifications for their respective positions in terms of education, training, and experience, and all pertinent supporting materials for each are on file in the Human Resources office at YCCD.

6.   Operational Status

According to the 2015 Student Success Scorecard available through CCCCO, MJC served 23,789 (unduplicated headcount) with the equivalent of 14,477.5 FTES. From spring 2010 to fall 2014, 6,176 degrees and 2,161 certificates were awarded.

7.   Degrees

The degrees and certificates offered at MJC are listed and described in page 102 of the [MJC Catalog](#) (available in hard-copy and online). Along with the descriptions of the degrees and certificates, program maps and PLOs are listed as well. To assist students in planning their pathways, course requirements, length of study for each program, general education courses and requirements, and rules and policies for transfer are included in the catalog. MJC offers non-degree applicable courses primarily intended to assist students in basic skills development, and some of these offerings are available as Credit/Non-credit.

8.   Educational Programs

All educational programs, the required and elective courses that support them, and required and suggested curricular sequencing are found in the college catalog. Successful completers are awarded associate of arts and science degrees, certificates of achievement in career and technical fields, and locally approved 17 or fewer unit skill recognition certificates in vocational areas. All such programs are based on recognized postsecondary education fields of study, of sufficient content and length, and conducted at levels of quality and rigor appropriate to the degree or certificate offered. MJC's Curriculum Committee, part of the participatory governance structure, approves courses and programs by its codified processes which adhere to California Education Code and appear on the [Curriculum Committee web page](#). Since the last substantive change report in 2010, the institution proposes adding 37 additional associate degrees and 4 certificates of achievement that can be completed 50% or more by enrolling in DE courses. MJC has developed and approved CLOs and PLOs for all degrees and certificates and college-wide general education learning outcomes (GELOs).

9.   Academic Credit

MJC awards college credit based on the Carnegie Standard as defined in Title V of the California Education Code. One unit of academic credit is earned based on one hour of lecture/discussion per week or a minimum of three hours of laboratory per week per term. Typically, 17.5 hours of lecture or 52.5 hours of laboratory produce one unit of credit. This is generally accepted practice in degree-granting institutions of higher education and follows the CCCCO requirement of rewarding academic credit. The college catalog contains policies on awarding and transfer of credit, and this is available both in hard copy and online.

10.   Student Learning and Achievement

The [Outcomes Assessment Workgroup](#) (OAW) at MJC has led a transformation of the institution with regard to outcomes assessment and student learning. The OAW site transparently conveys data regarding CLOs, and it also offers conclusions drawn from the data. The OAW is comprised of representatives from all academic departments and divisions, student support areas, and administration.

- GELOs have been crafted and approved through the participatory governance process, and they appear in the college catalog. The cycle of assessment is as follows (found on OAW Webpage):

- The Academic Senate recommends a general policy that all regularly offered courses have their respective CLOs assessed twice in a four-year period, followed by program review and

curriculum updating.

- During the first two years, CLOs for all courses in a department are assessed once.

- After the first two years, program, general education, and institutional learning outcomes (PLO, GELO, ILO) assessments are completed. The second rotation of CLO assessment for all courses in a department is initiated during the third year and completed at the end of the fourth year.

- The second CLO assessment is followed by a one year (two-semester) period that includes a second round of PLO-GELO-ILO assessment, program review, and comprehensive curriculum updating.

The 5-year cycle proposed by the OAW now cleanly dovetails with the curriculum review cycle, thus making processes at the institution more efficient.

11. General Education

All degree programs at MJC must have a substantial component of general education courses designed to ensure breadth of knowledge and promote intellectual inquiry. Many of our degrees have already been through the Associate Degree for Transfer (ADT) approval process; therefore, the general education and major portion of the degree are widely accepted across the state. Students are required to complete courses in language and rationality, the natural sciences and mathematics, arts and humanities, the social sciences, and physical activities and health. Students must also complete a course in cultural diversity and demonstrate proficiency in reading. All courses, as a result of the curriculum review process, are consistent with the levels of quality and rigor appropriate to institutions of higher education and are monitored by the Academic Senate's Curriculum Committee. These courses are identified and described in the MJC catalog. General education requirements for a number of degrees can be completed in a DE modality.

12. Academic Freedom

YCCD Board Policy 4030 addresses Academic Freedom and ensures faculty members are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Board Policy 5-8081 ensures that students are free to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Intellectual freedom and independence are core values of the institution.

13. Faculty

All of the faculty of MJC meets or exceeds state-mandated minimum qualifications. The document "Minimum Qualifications for Faculty and Administrators in California Community Colleges" is used to make these determinations, and it is supplied by the California Community College Chancellor's Office. The MJC Faculty Handbook is available online and it delineates the roles and responsibilities of faculty, and the (YFA)/YCCD Contract complements and completes that handbook (both links are available on the Faculty and Staff tab off of the MJC website). The YFA is the collective bargaining unit representing MJC faculty. MJC uses the same standards and processes for hiring and evaluation of all faculty regardless of delivery modality. While the right of assignment belongs to the deans, all faculty who wish to teach online must participate in the online training offered by the instructional design coordinator. This file of Online Instruction Completers offers data on the number of

completers through the online certification program and the number of faculty currently in the process of training. The MJC catalog lists faculty degrees and dates of appointment while central services' human resources office has personnel files for all faculty members containing supporting documentation that verifies the meeting of minimum qualifications. Students may also perform a faculty search on the MJC website and find information about faculty members, including office hours and contact information.

14.   Student Services

MJC provides appropriate student services for all of its students, regardless of their learning modality. These services support student learning and development within the context of a California community college, the mission of the college, and the nature of the student population. It is important to note that MJC is designated a Hispanic Serving Institution, and demographic data offered in the 2015 Student Success Scorecard Profile and DE demographics (Appendix I) are proportional, evidencing a significant participation rate by Hispanic students. Student services include the following areas: Career and Transfer Center, International Student Services, Student Development and Campus Life, Testing and Assessment, Evaluation Services, Matriculation Services, TRiO, Supplemental Instruction, Book Loan Program, CalWORKS, Admission and Records, Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services, Financial Aid, Student Health Center, Student Success Center, Tutoring Services, and Veteran Services. Services are listed in the MJC catalog, the online Schedule of Classes, and on the college website. Information for online students is located on the website under the heading "Online Services for Students." Services available online include the following: Apply for Admissions Online; College Forms; Blackboard Log in; Helpdesk for Online Classes; Student Email Help; Online Advising/Counseling; Jobs for Students; PiratesNet; Online Classes; Register for Classes (Fall/Spring); Student Online Classes "Quick Guide"; Helpful Documentation; Online Learning Help; Computer Technical Requirements; Online Registration; Online Registration Guide; Student Email; Scholarships; MJC Student Handbook; and the on-line help desk**.** In addition, all faculty members are asked to reference these services in their syllabi and/or in class.

15.   Admissions

Consistent with its own mission, the mission of the California Community Colleges, and Title V of the California Education Code, MJC maintains an open admissions policy. Admission policies are published in the college catalog, the online class schedule and on the college's website.

16.   Information and Learning Resources

MJC provides information and learning resources that support its mission, instructional programs, and students. The LLC is the primary repository of books, periodicals, and electronic databases as well as tutoring and supplemental instruction. The college maintains two libraries, one on each campus. The library's website provides students, staff, and faculty with 24/7 access to support academic and personal research needs, and research librarians are available to assist students through a variety of methods (e.g. twitter, text, chat, phone, and email). Users can search the online catalog and the library's collection of books (both print and eBooks), videos, and periodicals. After authenticating via a proxy server, students can search multiple periodical databases and utilize other services such as Noodletools to assist with research. Students can access library research guides that provide research assistance, subject guides, and useful resources in both text and video format compiled by MJC librarians.

17. Financial Resources

The YCCD and MJC have a funding base that supports student learning, student services and efforts to improve institutional effectiveness, and the district and the college maintain financial stability. The Distance Education Plan offers policies for governance, budget and priorities (pgs. 19-21, Appendix G). MJC has a separate budget established to cover staffing, equipment and software programs for DE. As the program grows, more fiscal resources will be allocated as needed through the college's program review and resource allocation model in accordance with the Distance Education Plan. MJC also receives financial support from the MJC Foundation and multi-year grants.

18. Financial Accountability

An independent audit firm performs annual audits to ensure YCCD's compliance with all regulations of the CCCCO and the United States Department of Education. The Board of Trustees reviews each audit report, and the district responds to any exceptions or findings. The district's budget reports are generated annually and reviewed by both the YCCD Board of Trustees and the college.

19. Institutional Planning and Evaluation

The Engaging All Voices Document contains the participatory governance flowchart that illustrates how institutional planning and evaluation takes place at MJC. The Resource Allocation Council serves as the primary strategic planning and budget committee for the college. The *MJC Strategic Plan* (under revision) sets forth the strategic goals and objectives for the college in fulfilling the mission. The college has implemented a program review for units: instructional, student services and administrative. The DE program review alongside policies in the Distance Education Plan ensure that resource allocation requests meet the needs of students, work toward the college's strategic goals, and are supported by evidence gathered by authentic assessments.

20. Public Information

All annual publications by the college are reviewed for accuracy and currency. The MJC catalog encapsulates all key policies, descriptions, and information to promote student access and success. The MJC catalog is available in hard copy throughout the college and community as well as online. MJC uses both online resources and social media to inform the community: MJC website, Facebook, and Twitter sites to name a few. MJC also staffs a marketing and public relations officer position. This individual is a key liaison between the college and its external stakeholders.

21. Relations with the Accrediting Commission

YCCD Board Policy 2430 specifically charges the Chancellor with the responsibility to "…ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion." A general statement of accreditation for MJC is in the college catalog and information about institutional/regional accreditation, both recent and current, is found on the college's webpage. Recent history of MJC's work to be removed from sanctions and be restored to full accreditation is well documented and available in the MJC Library, the Office of Instruction and online. Specialized/Program accreditations are also listed in the MJC catalog under applicable program headings. MJC employs a Vice President of Instruction, Ms. Brenda Thames, who accepts the responsibility as its Accreditation Liaison Officer and is in full compliance with the Commission's requests, directives, decisions and policies. All disclosures by the college are complete, accurate, and honest.

Evidence that each Accreditation Standard will still be fulfilled after the change and that all relevant commission policies are addressed

MJC is fully accredited by ACCJC (see letter from the commission dated February 2014). MJC had a comprehensive visit in 2005 which resulted in the reaffirmation of accreditation with a midterm report due in 2007. Following the midterm report, the college was placed on probationary status in January 2008 with special reports due in October 2008. The special and midterm reports were accepted by the commission in January 2009 with full accreditation reaffirmed. The college prepared a self-study report and submitted it in October 2011, with the action letter stating "Probation is being imposed at this time for deficiencies addressed by College Recommendations 1, 3, 4, 5, and 8." After Follow- up Reports with visits in 2012 and 2013, full accreditation has been restored to MJC. No accreditation standards are negatively impacted by the proposed changes in online instruction; MJC will continue to fulfill all of the accreditation Standards with the addition of these online courses.

Standard I: Institutional Mission and Effectiveness

This proposal is evidence of MJC's commitment to its institutional mission. The college mission, approved by the Board of Trustees on September 11, 2013, is published in the catalog and can be found on the college website. The mission states:

> MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

This mission is appropriate for an institution of higher learning as described in California Education Code, and consistent with the college vision statement and the YCCD mission statement. The mission statement is reviewed regularly by the various participatory governance councils, and was a topic of the Spring Assessment Retreats in 2009 and 2010. As a result of the deliberations from the retreats and other college dialogue, the mission statement was amended and accepted by the YCCD Board of Trustees in 2013.

All of the DE courses that lead to programs and awards are held to the same rigorous approval and evaluation process as the face-to-face courses leading to programs and awards. The implementation of CLOs in all courses and in many programs fosters a commitment to student learning. CLO measurement is a key part of program review that also fosters discussion among faculty and classified staff regarding the effectiveness of programs and services. Program review explicitly references the college's mission statement, and all reviewed activities are compared to that mission statement. Resource allocation is tied intimately to program review, placing the mission statement at the center of budgeting decisions. Administrative units also participate in program review, including the DE program, and measure administrative unit outcomes (AUO). The institution as a whole measures its effectiveness with instruments such as the CCSSE, the Campus Climate Survey, and GELOs. The college's Student Equity Plan (updated in 2009) will be revisited along with the rest of the Strategic Plan using current data which evaluates the demographics of the student population, compares it to the demographics of the local area, and sets targets for improving the college's benchmarks. Many special programs exist to assist students from underrepresented populations, such as Extended Opportunity Programs and Services (EOPS), the Cooperative Agencies Resources for Education (CARE), and TRiO programs. Institutional support of the new Grants and Resource Development

Office is evidence of commitment to innovative instructional and student support programs.

Standard II: Student Learning Programs and Services

Instructional Programs:

MJC utilizes face-to-face, online, hybrid, and web-enhanced delivery methods of instruction to meet the CLOs as approved by departments and the curriculum committee. The variety of delivery modalities enable students to complete their educational goals, whether it is in preparation for transfer to university, degree attainment, job retraining, or personal enrichment.

Traditional face-to-face classes start as early as 6:30 AM and end as late as 11:00 PM on weekdays to accommodate the scheduling challenges students face. Many students at MJC work in addition to attending classes, and early morning, evening or weekend classes are vital for the success of those students.

The college mission states "We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community." Instructional scheduling and best practices support this portion of the mission and allows the college to serve the population of students taking DE.

MJC has increased DE offerings to meet student needs and provide students flexibility to meet their educational goals. Many students take DE, including those at MJC, because they are not otherwise able to further their education due to issues relating to schedule conflicts, work and/or family commitments, as well as the inability to physically attend on- campus classes due to physical disabilities or challenges with transportation.

Students are able to complete 100% of their local general education requirements online, and MJC offers 106 programs that have at least 50% of their program unit/course requirements approved with some type of DE modality.

The DE program is designed to increase student access to MJC through the use of asynchronous modalities. The college endeavors to provide students with the opportunity to participate in DE and to have the same level of student support services as is enjoyed by those students taking courses using more traditional instructional methods.

MJC follows good practices in the course approval process and reviews and approves DE proposals separately from the course outline of record. Faculty must complete the appropriate DE fields in CurricUNET for each course proposal requesting any form of DE (online and/or hybrid). The questions included in the DE addendum enable faculty to explain how effective student/instructor contact is accomplished, how the methods of instruction ensure students meet the course learning objectives, how methods of evaluation differ (if any) from the traditional face-to-face course, and how online and face-to-face time is allotted for hybrid courses. The division curriculum representative, the division dean, and technical review committee members carefully scrutinize these fields. Finally, the entire Curriculum Committee reviews to ensure effective instructor/student contact is present and course objectives may be met.

As outlined in the Distance Education Plan, the institution offers extensive training and support to instructors designing and teaching DE courses. The instructional design coordinator provides

opportunities for faculty to participate in a Faculty Online Learning Academy. The Academy, in addition to the courses offered in the online instruction program, provides faculty interested in learning to teach online with the needed pedagogical knowledge and course-design skills related to teaching an online or a hybrid class. In addition, the coordinator provides training and technical support to all staff involved in supporting students regardless of the instructional delivery method.

Students may obtain support to aid them in successful completion of the course objectives. The Distance Education Office provides the Online Help Desk services primarily to those students enrolled in online or hybrid courses and who are using the Learning Management System (LMS), Blackboard that has been licensed for use at MJC. In addition, the Online Help Desk is available to help those students whose instructors may be using the LMS to enhance their face-to-face course offerings. The Online Help Desk staff provides answers to a variety of technical questions such as 1) how to log in to Blackboard; 2) resetting passwords; answering questions regarding how to use various Blackboard tools; 4) troubleshooting any operating system and/or browser-related problems students may encounter; and 5) general computer-related questions for students using the Blackboard system. The Online Help Desk is staffed for 53.5 hours/week for the first two weeks of each semester and 40 hours/week for the remainder of the semester.

At MJC, student learning outcomes and authentic assessments are in place for programs, degrees, and courses. Currently, all courses offered at the college have CLOs developed and recorded for public access. Additionally, CLOs are included on every course syllabi and distributed to students in this manner, whether in a face-to-face learning environment or online. As of the fall of 2013, the college has developed Program Learning Outcomes (PLOs) and GELOs. These are published in the 2015-2016 catalog.

The OAW established a 5-year rotation for the assessment of all courses (regardless of delivery mode) offered by the college, and this rotation includes program review and corresponds with the curriculum review cycle. Assessments, outcomes, and analyses are reported on the OAW webpage.

The reports generated as a result of the program review process—including the assessment of CLOs—are the primary documents used in the allocation of resources for the improvement of instructional programs and student and administrative services. The program review process is designed to ensure that decisions for allocation are driven by the analysis of programmatic strengths and weaknesses in addressing student learning. Progress toward achieving the goals identified in the Strategic Plan and the assessment of CLOs are addressed in each unit's program review in standardized data elements to facilitate the indication of trends over time.

MJC does not offer any of its DE courses, degrees, or certificates exclusively online. MJC does report DE program success and retention data to the State data mart and those data are presented in Appendix J. MJC has steadily improved its own overall success rates for DE within terms. MJC spring 2014-2015 success rates increased from 61% to 62%; summer 2013-2014 success rates increased from 65% to 66%; and fall 2013-2014 success rates increased from 60% to 61%. Data analysis shows that courses offered through DE show success rates within 10% of face to face courses. (Appendix K)

Comparing MJC DE to the overall state success rates within terms, the MJC overall success rates mirrors trends in state data. MJC noted that there are discrete disciplines ranging higher and lower than the state average across all terms. This information has assisted MJC in determining the

discipline faculty in need of first time or enhanced online training through our Faculty Online Academy as described in the Distance Education Plan. Retention rates have fluctuated across the board for MJC due to increased emphasis on roster certification, financial aid requirements, and increased faculty to student contact and expectations by faculty on student participation. In addition, the 2009 through 2012 budget crisis affected some programs as reflected by blank terms where no DE in that discipline was taught (i.e., physical sciences— fall 2011, spring 2011 and 2013; engineering fall 2013). Again, the overall MJC retention rate data mirror trends in state data.

Student Support Services:

MJC is committed to offering an array of student support services and programs that identify and address the needs of students. The student support services and programs are consistent with the Mission statements of the district and the college. Responding to the diverse needs of the constituent student population, Student Services has increased its online student services. MJC student support services and programs fall within the administrative responsibility of the Interim Vice President of Student Services, Dr. James Todd, and are systematically evaluated using service area outcomes and student learning outcomes, as well as faculty, staff and student input via campus-wide surveys. Each program is also evaluated using the appropriate measures based on respective governing regulations, as some fall under state and/or federal legislative management laws.

The continued evaluation and improvement of all of the student support services and programs are guided by the strategic plan, which is also aligned with MJC's budget planning process and the program review process. General fund allocation for each student services department is coordinated with the college's mission and priorities, which are reviewed annually. The governance document *Engaging All Voices* delineates the resource allocation process and the process through which the respective councils make recommendations to the college president.

MJC assures equitable access for students, providing the following services through a range of different methods, including face-to-face interaction on both east and west campuses as well online. Services available online include the following:

Admissions and Records:

The admissions office has locations on both the east and west campus. The records office is located on the east campus. Services provided include processing educational records, such as transcripts and grade reports, enrollment verifications, name and address change, determining residency, processing transcript requests and graduation petitions. Students are able to apply to the college and register for their classes in person or online on the MJC website. All students are provided an e-mail account, allowing another method of communication between staff, faculty and students.

Veteran Services:

The MJC Office of Veterans Services provides assistance completing and filing VA claim forms for federal and state education assistance programs and with the MJC application and registration process. MJC awards priority registration to veterans. MJC grants credit to veterans and reservists for service and training completed in the armed forces. The college offers an online orientation to veteran students. The Office of Veteran's Services is located on the east campus.

Assessment Testing:

Assessment services include math, English, and ESL assessment testing. Accommodations are provided for students with disabilities. The Ability-to-Benefit test is offered for those students who require this verification for financial aid purposes. Sample questions are available online for math, English and Ability-to-Benefit tests.

Orientation and Advising:

Orientation for new and returning students is offered before the fall and spring semesters, as well as before the summer session. Orientation helps to familiarize students with campus policies, procedures and student rights and responsibilities. Arrangements can be made for students with disabilities and limited English-speaking students who require accommodations.

Disabled Student Program and Services (DSPS):

DSPS is located on both the east and west campus. The mission of DSPS is to provide students with disabilities access to postsecondary education through supportive services and/or instruction as well as promote better understanding of the needs of individuals with disabilities. The DSPS Program provides support services, specialized instruction and educational accommodations to students with disabilities so they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.

Services offered by MJC include: access to an arrangement for adaptive educational equipment, materials and supplies; liaison with campus and/or community agencies; priority registration assistance; special parking; supplemental specialized orientation; test taking facilitation; assessment; counseling; career planning; interpreter services; mobility assistance (classroom); note taker services; reader services; speech services; transcription services; specialized tutoring services; outreach services; accommodations for participation in co- curricular activities; purchase and repair of DSPS equipment, such as adaptive equipment, and materials or supplies.

Career Development and Transfer Center:

The Career Development and Transfer Center is located on the east campus. Students can explore career options through career assessment tests and by finding career information through books, software programs (Eureka) and internet access. Information is available online for students to explore.

Counseling:

Counseling services are provided on both east and west campuses. The main Counseling Center is located on the east campus. Academic advising, career counseling, personal counseling and crisis counseling are available to students by appointment or on a walk-in basis during regular business hours, with limited evening counseling available. Online advising is available to answer students' questions. Bilingual counselors are available for Spanish speaking students. Academic alert is an electronic program that provides intervention for students at the earliest signs of academic problems and is facilitated through the use of the Scheduling and Reporting System (SARS) software program. Faculty members can refer students to the services on campus, which then provide follow-up on an individual basis. Students are made aware of their academic status through e-mail messages when they are placed on academic probation, progress probation, or dismissal. Probation workshops are

made available for students on second semester probation status. Dismissed students must make an appointment with a counselor to be considered for re-admission. Pamphlets and other information are available online. Students can also make appointments for fully online counseling sessions through remote desktop sharing technology.

Student Financial Services:

The Student Financial Services Office is located on the west campus, with a representative on the east campus for the first week of the semester to respond to student questions and resolve financial aid issues. Students may also submit financial aid documents on east campus through a secure drop-off box or via e-mail or fax. The Student Financial Services Office provides assistance in applying for grants, federal work-study, and the Board of Governor's (BOG) fee waiver. The BOG fee waiver form is available on east campus as well through the Counseling and EOP&S departments. Information and forms are available online.

Library and Learning Support Services:

MJC strives to provide high quality access to the LLC and other learning support services. The MJC LLC web page is designed to support both on-campus and remote access to information resources. Students have access at all times to the following: subscription databases; the online catalog of the library's print, electronic, and audio-visual collections; and the learning tools on the LLC Website, including LibGuides (extensive research guides) covering a variety of subjects and video tutorials. To access the databases from off- campus, students, staff, and faculty log in with their college ID number and date of birth. All resources on the library's web site, including databases, are accessible from all on- campus computers without the need for remote authentication.

Reference assistance by MJC librarians is available in person, by phone, via text, twitter, and chat when the LLC is open. Weekend and west campus hours are posted on the LLC webpage. The library provides email reference service anytime.

The LLC maintain DSPS computer workstations on both campuses. The specialized software and adaptive equipment provide students with learning differences, physical disabilities, and vision impairments the means to successfully use the library. These workstations provide students an alternative place to study besides the DSPS lab.

Knowledgeable instructional support assistants staff the learning labs and assist students with operating MJC equipment and computer software applications as well as with connecting their personal computers to the Internet via the district's wireless network. Students who prefer to use their own computers to access the library's electronic resources can do so by connecting to the secure Wi-Fi connection offered on both campuses.

Altogether, MJC provides learning support services through labs located on east and west campus and satellite sites, ranging from writing centers to labs for specific vocational programs such as Allied Health, Business, Electronics, and Agriculture. MJC LLC relies on a number of other institutions or sources for library support services for its instructional programs. It has been a member of the Online Computer Library Center, Inc. (OCLC) since 1979. One component of the library's contract with OCLC is for participation in its interlibrary loan service, which facilitates lending and borrowing of materials to and from other libraries worldwide. This allows MJC to provide students, staff, and

faculty with materials even when they are not in the library's collection. Users can quickly and easily submit interlibrary loan requests online.

The library purchases many online electronic resources as part of the collection development process, including subscription databases and electronic books. The majority of these resources are purchased by the library as a member of the cooperative Community College Library Consortium (CCLC), a program of cooperative buying which leverages the purchasing power of California's community colleges. The consortium is a partnership between the Community College League of California and the Council of Chief Librarians of California Community Colleges. Through CCLC, the library has been able to participate in the consortium purchase plan to order subscriptions to online databases and other electronic resources at substantial discounts. These databases are accessible both on-campus and remotely. Subscription fees and hosting fees for online content are negotiated by CCLC and paid by the MJC LLC on an annual basis.

Usage statistics that are generated online through library website and database use, as well as in-person statistics generated through circulation, class orientations, and reference queries, are used to track patterns that, along with program review and CLOs, result in budget requests, equipment requests, collection development, weeding, database purchase, retooling of the library web page, and other resources that assist student learning.

Standard III: Resources

Human Resources:

MJC uses the same hiring and evaluation standards and processes for all faculty regardless of delivery modality. All faculty must meet the minimum qualifications in their respective disciplines and are required to undergo training in order to use the college's LMS, Blackboard, prior to teaching online. Deans have the right of assignment, and online teaching assignments are monitored through the Office of Instruction.

YCCD has developed and approved many district policies and procedures to ensure that the district hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development.

The district's Human Resources Office, MJC's administration, the Academic Senate, California School Employees Association (CSEA) and the YFA work through participatory governance to enable coordination of policies, such as education and adherence to the district's Equal Employment Opportunity (EEO) plan; compliance with federal, state, and local laws; encouragement and access to a wide variety of professional development workshops and seminars; open discussion and dialogue on issues of civility and ethics; and a commitment to confidentiality throughout these processes. When there are openings, the YCCD Human Resources Office coordinates with MJC in recruitment and hiring. To streamline district processes and to provide potential applicants with an efficient and user-friendly application process, the district uses an on-line application submittal and tracking system from PeopleAdmin.

The college relies on state minimum qualifications for faculty positions, and all position announcements clearly identify minimum qualifications, education, and experience. Applications that fail to meet the minimum qualifications or equivalency are removed from consideration.

Input from the hiring committee chosen for each faculty position helps identify preferred qualifications, characteristics, job duties and responsibilities for inclusion in the position announcement. The Human Resources Office works with the college's Academic Senate to ensure that all candidates meet the minimum qualifications or show equivalency. Furthermore, the vice chancellor of human resources and the EEO officer will work with the selection committee's chair to resolve any clarifications if a position's desirable qualifications are deemed questionable.

Finally, the YCCD ensures that faculty are significantly involved in the hiring of new faculty. The Modesto Junior College Academic Senate coordinates with human resources in approving faculty membership on selection committees. The membership of faculty hiring committees is outlined in the approved Contract Faculty Hiring Procedures, which specify that a minimum of two faculty for each selection committee must be selected from the discipline or department of the position, and that one additional faculty member shall be selected by the division.

Effective 2008, YFA with YCCD, negotiated a complete revision of the faculty evaluation process. This process now includes a mandatory self-evaluation, and faculty may include their own additional student learning outcomes assessment as part of this self-evaluation, if they so choose. Furthermore, appendices were negotiated that now include peer observation and student evaluation forms for instructional faculty, counseling faculty, library faculty, and for those teaching online. In order to assure equity across the disciplines and colleges, verbal instructions were also negotiated, which must be read verbatim when conducting student evaluations.

In December 2013, the faculty ratified [YFA Article 37: Online Instruction](). This article deals with all aspects of online teaching, and it clearly delineates expectations for faculty with regard to office hours, class load, and class sizes as well as other pertinent issues.

Physical and Technology Resources:

MJC has acquired the equipment and resources necessary to support DE. The college uses Blackboard online education software for its LMS. Each fulltime faculty member has a computer in his/her office as well as internet access; adjunct faculty who teach online are provided access in shared office space. Students have access to computers at the MJC Library & Learning Centers (both east and west campuses), the Student Center on the east campus, the Mary Stuart Rogers Student Center on the west campus, and at various locations throughout the college in order to register, enroll and/or do coursework.

Knowledgeable instructional support assistants staff the learning labs and assist students with operating MJC equipment and computer software applications as well as with connecting their personal computers to the Internet via the district's wireless network. Students who prefer to use their own computers to access the library's electronic resources can do so by connecting to the secure Wi-Fi connection offered on both campuses.

MJC provides technology support to meet the needs of learning, teaching, college communications and operational systems. Licensing and hosting costs associated with the deployment of the district Blackboard learning management system (LMS) is paid by YCCD IT Department. The district IT Department also supports the Blackboard system with programming and operational support.

The district passed a $326 million bond measure in 2004 (Measure E) that contains bond language

supporting both the short-term and long-term technology infrastructure needs for the district and MJC. The college encumbered some of these general bond funds to remodel the library into the LLC. As a part of this remodel the Distance Education Office is now permanently located within the facility and a faculty training lab is being installed.

To streamline accounting processes between the CCCCO and MJC, a coding project for summer 2014 was undertaken to ensure MJC accounting for DE courses aligned with CCCCO. This project ensured that our reporting is accurate for all distance education courses and programs.

Financial Resources:

MJC and YCCD have sufficient financial resources to cover the costs associated with the licensing and continual maintenance of the college's DE program.

As mentioned earlier in this report, the college has established budget and structure for dealing with governance and resource matters. MJC assures that financial resources are sufficient to support online instructional programs and services through the integrated planning process in place at the institution. The online instructional budget is managed by the Vice President of Instruction; the budget supporting online services for students is overseen by the Vice President of Student Services. The college's Resource Allocation Council is charged with allocating resources to DE through the budget development process and strategic planning.

Standard IV: Leadership and Governance

Decision-Making Roles and Processes:

Distance education planning is fully integrated into the strategic planning and decision-making processes at the college, and the Distance Education Plan has been fully affirmed by the participatory governance bodies on the campus. All of the college's DE courses leading to programs as well as student services have been planned, implemented and assessed with the full participation and support of MJC's participatory governance and leadership bodies as deemed appropriate by their roles and responsibilities.

The decision making document *Engaging All Voices* clearly outlines the responsibilities of the various governing councils, and the document includes definition of membership on the councils, the missions and charges of the various councils, and direction for how to successfully participate on a college-wide council. In addition, it clarifies where administration must rely primarily on faculty in some areas and must come to mutual agreements in other areas per Title 5. The document itself has been accepted by all participatory governance bodies and approved by the administration and the board of trustees.

This Substantive Change Proposal was developed using the shared governance structure, processes and procedures of the college. The Accreditation Council, a participatory governance college committee, is the body that is charged with monitoring the accreditation process at MJC. The Accreditation Council has directed the composition and review of this proposal. There are standing accreditation updates on the agendas of the Academic Senate, the Instruction Council (IC), College Council, Resource Allocation Council (RAC), the President's Cabinet, and the YCCD Board of Trustees.

Board and Administrative Organization:

The appropriate MJC administrators and the YCCD Board of Trustees in accordance with district administrative procedures have approved courses, programs and services that comprise MJC's DE mode of instruction. The district maintains and regularly updates a district policy and procedures manual which is posted on the district website. All policies that go to the Board for adoption or revision are first vetted through a review process. The process consists of a policy and procedures committee which is represented by all constituency groups, including: MJC and Columbia College's Academic Senates, YFA, CSEA, an MJC administrator, a Columbia College administrator, students, and the chancellor's office staff.

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Reference Links:

MJC Website
MJC Catalog
Board of Trustees September 11, 2013 Minutes (MJC Mission Approved)
Online Services for Students
Disabled Student Programs and Services
Library & Learning Center Webpage
Services for Distance Learners
@One Online Certification Program
YCCD Board of Trustees
Board Policy 4020
2430, Delegation of Authority to the Chancellor
2430.1, Delegation of Authority to the Presidents
2015 Student Success Scorecard
Curriculum Committee Webpage
Outcomes Assessment Workgroup
Board Policy 4030
Board Policy 5-8081
Online Instruction Completers
Engaging all Voices, MJC Participatory Decision-Making Handbook
YCCD Board Policy 2430
Vice President of Instruction/Office of Instruction
Letter from the Commission (Removal of Probation, February 7, 2014)
Commission Action Letter (February 1, 2012)
2012 Follow-Up Report
2013 Follow-Up Report
YFA Article 37: Online Instruction